Doña Ana Community College

2018-2023 Program Review

Standard Operating Procedures and Guidelines

DACC Program Review
Standard Operating Procedures and Guidelines

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Introduction to Program Review at Doña Ana Community College

The national climate around program review is influenced by regional accreditors, like the Higher Learning Commission (HLC), and the federal government's mandate that institutions of higher education be accountable for the services they render. While Doña Ana Community College (DACC) understands this context and the importance of showing and documenting the ways in which it is accountable to students and their learning, it has chosen to shift the locus of accountability from external to internal in its approach to program review. DACC seeks to empower programs to align their internal goals to HLC criteria, workforce needs, broader planning processes at DACC, and, when applicable, specialized accrediting bodies. To this end, DACC has created a program review process that embeds and emphasizes faculty and staff participation in reviewing programs in order to make them stronger, more robust, and more responsive to student needs.

The DACC Program Review Taskforce began meeting in spring 2014 to develop a process for reviewing academic programs to ensure regular collection and analysis of program data as well as reflection and discussion about strengths and concerns of individual programs. In fall 2014 three programs completed a pilot process. A two-path program review process—a comprehensive review conducted every five years and an annual update—was institutionalized in the fall of 2015. The current process was revised as a result of former program review cycles and is documented in this Standard Operating Procedure.

Values

Doña Ana Community College Program Review Committee values a formative and collaborative program review process that fosters meaningful dialogue about program improvement within programs and across campus.

Purpose

The purpose of program review at DACC is, first and foremost, program improvement.

Process Overview: Comprehensive Review

The process is designed to give faculty, staff, and administrators the opportunity to review and analyze program data, discuss the meaning and significance of those data, and use that information to assess program health and to plan for program improvement. To do that, the comprehensive process includes three general phases: (1) faculty, staff, and department chair/program director work with data and develop a report; (2) the Program Review Committee reviews, responds to, and talks with program faculty and administrators about their report and their plans; and (3) the VPAA reviews and talks with program faculty and administrators about their report and their plans.

See graphic below for the phases of the comprehensive review process.

Faculty Council/Divisions elect representatives to Program Review Committee. **August**

Programs are provided with cost information, metrics, instructions, and forms. **Distributed by September 15.**

Faculty and staff discuss metrics. Representatives from Institutional Analysis and Business will be available for consultation. **October/November**

Program faculty continue to work on program improvement in response to program review findings. **Ongoing**

Faculty and staff draft report. Program Review Committee available to help programs to understand the purpose of program review. **December/January**

Faculty and staff complete draft and submit report. **Submitted by January 31.**

Program Review Committee responds to program review reports. **Completed by April 15.**

VPAA meets with faculty, staff, and dean to discuss report, review, and plans. **Completed by end Spring semester**

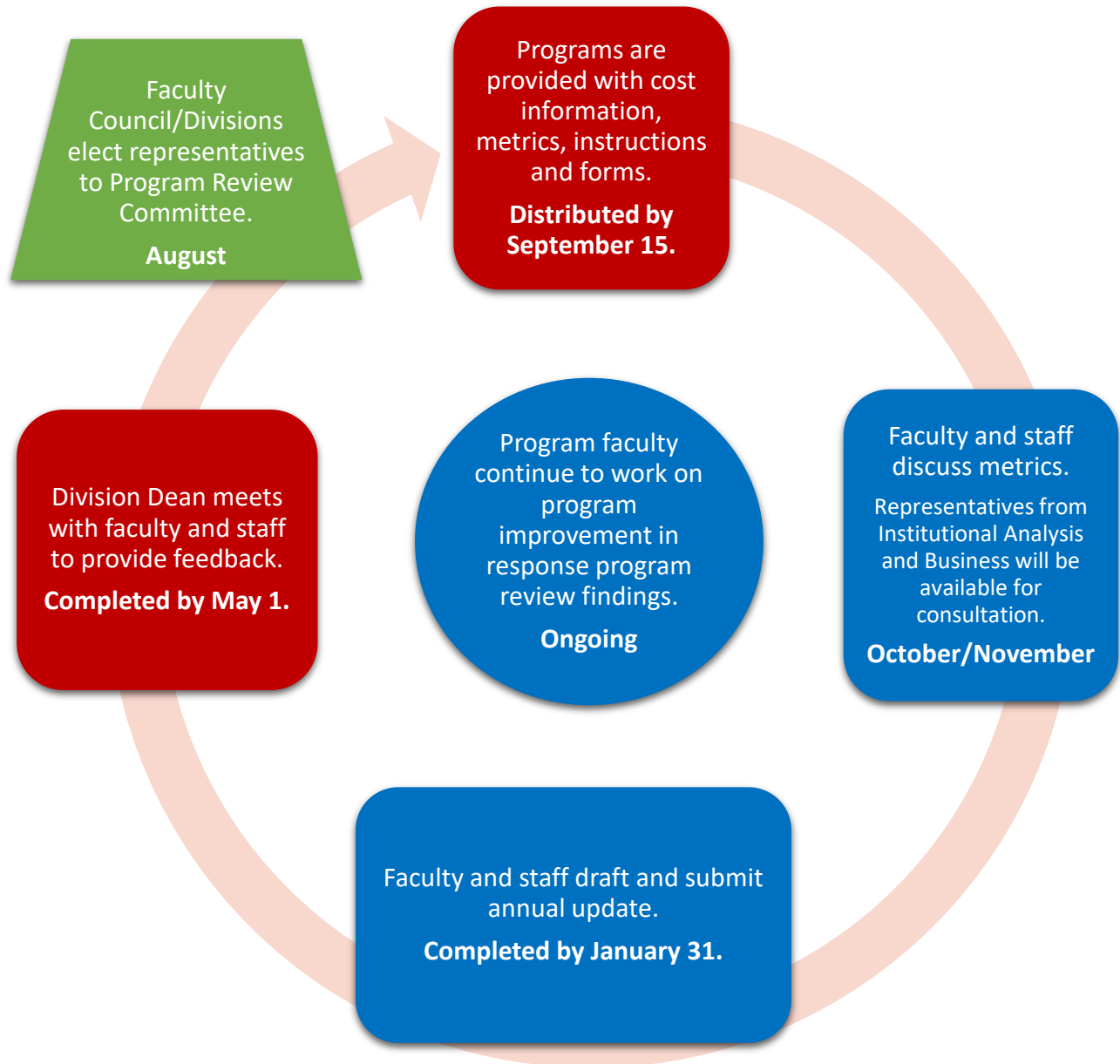Date of last review: September 2019
Date of next review: June 2023

Process Overview: Annual Update

The annual update process is designed to give faculty, staff, and administrators the opportunity to review, analyze, and discuss program data as a means of assessing program health and planning for program improvement. However, in comparison to the comprehensive review, it is meant to be a briefer, less strenuous exercise. At the same time, annual updates should be seen and used as building blocks for the comprehensive process. Annual update after annual update should place the program in solid position for the comprehensive review at the end of the five-year cycle. To that end, the annual update includes two phases: (1) faculty, staff, and department chair/program director work with data and develop a report; (2) and the division dean reviews the report and talks with program faculty and staff about their assessment of their program health as well as their plans for improvement based on their assessment.

See chart below for the phases of the annual update.

Faculty Council/Divisions elect representatives to Program Review Committee.
August

Programs are provided with cost information, metrics, instructions and forms.
Distributed by September 15.

Faculty and staff discuss metrics.
Representatives from Institutional Analysis and Business will be available for consultation.
October/November

Program faculty continue to work on program improvement in response program review findings.
Ongoing

Faculty and staff draft and submit annual update.
Completed by January 31.

Division Dean meets with faculty and staff to provide feedback.
Completed by May 1.

Date of last review: September 2019
Date of next review: June 2023

Program Review Committee Roles and Responsibilities

The purpose of the Program Review Committee is to
- Promote program improvement
- Increase knowledge and understanding of programs college-wide
- Educate programs to use data to make decisions
- Create opportunities for collaboration across programs

Membership (election, makeup, terms, etc.)

Faculty Representation: Faculty representation on the Program Review Committee is determined by election. Each division elects two representatives. There are also two at-large representatives elected by faculty college-wide. Elections take place during the spring semester each year. Elected members serve three-year staggered terms.

Staff Representation: Institutional Effectiveness, Business Office and Student/Advising staff will make themselves available for questions from Programs and/or the Academic Program Review Committee as needed.

Responsibilities

The Program Review Committee is responsible for
- Electing a chair-elect each year
- Reviewing all comprehensive program review reports
- Providing written feedback using the standard form to the respective program department chair/program director, the program faculty, the division dean, and the VPAA
- Facilitating conversations regarding the intersection of faculty/program/division goals and plans and program review results
- Being available to help programs understand the purpose of the program review and to develop additional facility in the interpretation and use of data.

The Program Review Committee Chair is responsible for
- Responding to queries from programs
- Planning and facilitating meetings of the Program Review Committee
- Planning and facilitating meetings between programs and the Program Review Committee
- Communicating with the VPAA
- Reporting to Faculty Council

Other Roles and Responsibilities

The Director of Institutional Analysis is responsible for
- Providing metrics to the VPAA for distribution to programs

The Vice President for Business and Finance is responsible for

Date of last review: September 2019
Date of next review: June 2023

- Providing budget data to the VPAA for distribution to programs

The Vice President for Academic Affairs is responsible for
- Notifying programs when they are scheduled for review
- Packaging and distributing the materials needed for the program review cycle including metrics and budget information
- Meeting with faculty, department chairs/program directors, and division deans whose programs are under comprehensive program review at the conclusion of the comprehensive cycle

The faculty is responsible for
- Reviewing and analyzing program metrics
- Discussing with colleagues and department chair/program director implications of data
- Participating in developing and implementing strategies for improving the program

The department chair/program director is responsible for
- Reviewing and analyzing program metrics
- Coordinating conversations with faculty and staff to understand the data and the implications of the data for the program
- Coordinating conversations with faculty and staff to develop and implement strategies for program improvement

Division deans are responsible for
- Participating in meetings between program faculty, department chairs/program directors, the Program Review Committee, and the VPAA for those programs that are under comprehensive review
- Facilitating meetings with faculty and department chairs/program directors whose programs are doing an annual update to support data-informed planning

Program Review Memorandum and Schedule

Memorandum

Each year, department chairs/program directors and faculty will receive a memorandum notifying them of the program review status for the programs in their departments.

M E M O R A N D U M

To: Academic Programs
From: Vice President for Academic Affairs
Subj: Program Review Activities for Academic Year
Date: September 15, 20XX

The DACC Program Review Committee is preparing for its next cycle of program review. As you know, there are two types of review: the comprehensive process that programs go through every five years and the annual update. Each activity, at different levels of intensity and depth, asks program faculty and

staff to review, analyze, reflect on, and discuss program data, and to respond to the data in ways that recognize program achievement and support program improvement. This is your official notification of the 20xx-20XX program review cycle.

Comprehensive Review
The programs listed below are scheduled for comprehensive review this academic year.

Program 1
Program 2
Program 3
Program 4
Program 5
Program 6

All other programs are scheduled for an annual update.

Below I have included four live hyperlinks that you will need to complete and submit either the comprehensive review or annual update. You can also access the information by following this path: SharePoint > Academic Affairs > Academic Program Review.

Standard Operating Procedure
If you have any questions or need clarifications about the procedure, please contact the office of the Vice President for Academic Affairs office at 527-7520.

Program Metrics
If you need assistance with or have questions about the metrics, please contact the office of the Director of Institutional Analysis at 527-7773.

Program Budget
If you need assistance with or have questions about the budget, please contact the office of the Vice President for Business and Finance at 527-7551.

Report Submission
Submit reports to the Academic Program Review Uploads subsite on SharePoint.

Thank you. I look forward to another year of interesting and productive conversations about the health of our academic programs. I hope you do as well

CC: Division Deans, AVPAAs, VP Business and Finance, Director of Institutional Analysis

Five-year Schedule

Comprehensive Reviews are conducted every five years. For the schedule of reviews, please click here.

Instructions for Completing the Program Review Report

Annual Timeline of Program Review Activities (Comprehensive Review)

	Activities	**Stakeholders Involved**
September	Programs are provided with cost information, metrics, instructions and forms. **Distributed by September 15.**	PDs/DCs/Deans Institutional Analysis Business and Finance VPAA
October November	Program faculty discuss metrics.	Program Faculty & Staff PDs/DCs
December	Program faculty and staff draft report.	Program Faculty & Staff PDs/DCs
January	Program faculty and staff complete report and submit to SharePoint, Academic Program Review Uploads subsite. **Submitted by January 31.**	Program Faculty & Staff PDs/DCs
February March	Program Review Committee responds to program review reports. **Completed by March 1.**	Program Review Committee
April	Program Review Committee meets with program faculty and dean to discuss reports and provide feedback. Committee provides summary of key points to VPAA. **Completed by April 15.**	Program Review Committee Program Faculty & Staff PDs/DCs/Dean
May	VPAA meets with program faculty and staff for feedback and planning meeting. Faculty and Department Chairs/Program Directors consider program review findings as they develop their plans for assessment and budget/equipment requests. Faculty consider program review findings as they develop their next allocations of effort. **Completed by end Spring Semester**	Program Faculty & Staff PDs/DCs/Deans VPAA
August	Faculty Council elects members for the Program Review Committee. **Completed by September 30**	Faculty Council

Assumed Practices

Best practices at community colleges across the country assume that programs will clearly represent themselves to internal and external stakeholders. The following are expectations for programs at DACC:

1. Program webpage includes up-to-date:
   - Mission statement
   - Program goals
   - Program pre-requisites/admissions criteria (if applicable)
   - Program student learning outcomes
   - Student handbook (if applicable)
   - Faculty information including
     - Credentials/Teaching Area
     - Contact information
   - Links to accrediting body (if applicable)
   - Degree plan or link to degree plan

2. Program SharePoint site includes:
   - Course Content Guides or Master Syllabus, whichever the program uses
   - Class schedules
   - Assessment plans and reports
   - Faculty office hours and class schedules (if applicable)
   - Course Syllabi
   - Student Learning Outcomes
   - Program/department meeting minutes (as applicable)
   - Advisory council minutes (if applicable)
   - Historical records including
     - Past annual updates
     - Past program review reports
     - Past specialized accreditation reports and responses to reports

Comprehensive Program Review Report Format

A template for [Comprehensive Academic Program Review](#) is available through SharePoint.

Below is the information you'll be asked to provide through the template.

Part 1: Introduction

Provide a brief introduction to your program (400 word maximum). Some members of your audience will not be familiar with your program, so be sure to include information that will set the context for the remainder of your report.

Part 2: Responding to Metrics

Review the metrics provided to you by the Office of Institutional Analysis. The metrics categories are listed below. The data for your program can be found in the [Program Metrics](#) folder on SharePoint.

1. Majors
2. Students Enrolled in Courses
3. Student Credit Hours
4. Faculty and Sections
5. Additional Information (e.g., number of majors who passed industry recognized certificates)

Part 3: Discussion Prompts

After analyzing the metrics provided, respond to each of the discussion prompts below:

Mission and Goals (250 to 300 word count)
1. Provide your program's mission.
2. List your program's goals. Describe how these goals support the institution's goals of increasing enrollment, retention, and graduation.
3. Evaluate how your resources (budget, facilities, equipment, technology, etc.) help your program fulfill its mission.
4. Explain how additional resources, if available, would help your program more completely fulfill its mission.

Teaching and Learning (300 to 400 word count)
1. List program student learning outcomes.
2. Describe how your program assesses student learning outcomes.
3. Explain how you ensure that there is substantial participation of full- and part-time faculty in assessing student learning.
4. Describe any co-curricular activities in which your program has engaged (e.g. internships, student clubs, service learning). Summarize the results of these assessments.
5. Summarize the professional development opportunities used in your program to ensure that faculty improve teaching and remain current in their disciplines.

Results and Emerging Trends (600 to 800 word count)
1. For CTE programs, discuss employment outcomes for program completers.
   For transfer programs, discuss transfer outcomes for program completers.
   For general education, discuss students' course completion and, if applicable, progression.
2. Discuss the relationship of your program with external stakeholders.
3. List examples of how your program has responded to input from external stakeholders (e.g. advisory councils, NMSU transfer departments, state boards, other DACC programs, employers, clinical sites).
4. Analyze emerging issues or trends in the field/discipline that affect your program or course offerings. Describe your program's response to changes in your field.
5. Describe key measures that are used in your discipline or industry to evaluate program health. Consider recommendations or guidelines issued by professional associations or accrediting agencies or local circumstances that may help you identify these measures.

6. Explain how your program fosters civic learning and/or engagement.
7. Explain how your program recognizes the human and cultural diversity of the world in which students live and work.

Part 4: Conclusions

Based on the strengths and needs your program has identified as a result of this process, articulate priorities your program will address in the coming year. Specify, as appropriate, plans for the upcoming college processes including budget/equipment requests, assessment of student learning, faculty allocation of effort processes, etc. Also explain how your program will keep track of changes you implement based on your plans for improvement.

Once the report has been completed, submit to the Academic Program Review Uploads subsite on SharePoint.

Feedback Form

A fillable Academic Program Review Feedback Form that the Program Review Committee will use is available at the Program Review SharePoint Site, located in the Academic Program Review Templates folder.

Instructions for Completing the Annual Update

Annual Timeline of Program Review Activities (Annual Update)

	Activities	**Stakeholders Involved**
September	Programs are provided with cost information, metrics, instructions and forms. **Distributed by September 15.**	PDs/DCs/Deans Institutional Analysis Business and Finance VPAA
October November	Program faculty discuss metrics.	Program Faculty & Staff PDs/DCs
December January	Program faculty and staff draft annual update. Program faculty and staff complete report and submit to Academic Program Review Uploads. **Submitted by January 31.**	Program Faculty & Staff PDs/DCs
March April	Division Dean meets with program faculty and staff to discuss reports and provide feedback. **Completed by May 1.**	Program Faculty & Staff PDs/DCs/Dean

May	Faculty consider annual update findings as they develop their next allocations of effort.	Faculty Council
Next Year	Faculty Council elects members for the Faculty and Department Chairs/Program Directors consider annual update findings as they develop their plans for assessment and budget/equipment requests.	Faculty Council Program Faculty PDs/DCs

Assumed Practices

Best practices at community colleges across the country expect that programs will clearly represent themselves to internal and external stakeholders. The following are expectations for programs at DACC:

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   - Mission statement
   - Program goals
   - Program pre-requisites/admissions criteria (if applicable)
   - Program student learning outcomes
   - Student handbook (if applicable)
   - Faculty information including
     o Credentials/Teaching Area
     o Contact information
   - Links to accrediting body (if applicable)
   - Degree plan or link to degree plan

2. Program SharePoint site includes:
   - Course Content Guides or Master Syllabus, whichever the program uses
   - Class schedules
   - Assessment plans and reports
   - Faculty office hours and class schedules (if applicable)
   - Course Syllabi
   - Student Learning Outcomes
   - Program/department meeting minutes (as applicable)
   - Advisory council minutes (if applicable)
   - Historical records including
     o Past annual updates
     o Past program review reports
     o Past specialized accreditation reports and responses to reports

Annual Update Report Format

Responding to Metrics

Review the metrics provided to you by the Office of Institutional Analysis. The metrics categories are listed below. The data for your program can be found in the Program Metrics folder on SharePoint.

1. Majors
2. Students Enrolled in Courses
3. Student Credit Hours
4. Faculty and Sections
5. Additional Information (e.g., number of majors who passed industry recognized certificates)

After studying the metrics with faculty in your program, fill out the Annual Academic Program Review Update template.

Once the template has been completed, submit to the Academic Program Review Uploads subsite on SharePoint.

Glossary

Academic Year
For most reporting purposes at DACC, the Academic Year begins with the summer semester and ends with the spring semester.

Awards
DACC awards certificates and associate degrees upon successful completion of a course of study:
    Certificate - A Certificate of Achievement is awarded for a program of study that is equal to or less than 15 credit hours. A Certificate of Completion is awarded for a program of study that is greater than or equal to 16 credit hours.
    Associate Degree - The associate degree is offered to a student completing a two-year program of study. DACC offers Associate of Arts (AA) degrees, Associate of Science degrees (AS), Associate of Applied Science (AAS) and Associate in General Studies (AGS) degrees.

Campus Enrollment Capacity
Total seats occupied by students divided by maximum seats available of any class offered to any student at a DACC campus or center. Includes online courses, but excludes courses that have a maximum of zero, or are offered offsite of a DACC campus or center.

Career Technical Education (CTE)
Career Technical Education programs prepare students for the workforce. They are traditionally not transfer programs.

Cost per SCH

A unit of measure that includes all program instructional costs divided by the total program Student Credit Hour (SCH).

Course Reference Number (CRN)

Numerical course number unique to the course section.

Disciplines

In Program Review the term disciplines refers to subjects that are transferrable to a four-year degree or developmental education courses.

Dual Credit Student

Public or tribal high school juniors or seniors enrolled in college-level courses offered by a postsecondary institution that may be academic or career technical but not remedial or developmental, and simultaneously earn credit toward high school graduation and a postsecondary degree or certificate.

Early College High School (ECHS)

Dual credit students compressing the time it takes to complete a high school diploma and the first two years of college in an early college high school setting.

FTE (Student)

Full-time Equivalent is a unit of measure calculated by totaling the student credit hours for a specific time period and dividing by standard full study load.

    Semester FTE – calculated by totaling the student credit hours for a semester and dividing by 15.

    Annual FTE – calculated by totaling the student credit hours for an academic year and dividing by 30.

FTE (Instructor)

Full-time Equivalent is a unit of measure calculated by totaling the average student credit hours for all courses taught by an individual instructor for a specific time period and dividing by standard full teaching load.

    Semester FTE – calculated by totaling the average student credit hours for all courses taught by an individual instructor for a semester and dividing by 15.

    Annual FTE – calculated by totaling the average student credit hours for all courses taught by an individual instructor for an academic year and dividing by 30.

General Education
General education typically consists of courses that provide students with what is considered intellectual foundations for collegiate study. This includes courses in communication studies, math and science, arts and humanities, and the social sciences. At DACC, general education includes courses with a "g" designation as well as other courses that typically transfer to a baccalaureate-granting institution.

Headcount
The unduplicated count of individuals enrolled in credit courses at DACC during a specific time period.

Major
A field of study designated by a prescribed set of courses needed to complete a certificate or degree program. May also be referred to as the program of study.

Pass-rate
For DACC reporting purposes, the pass-rate is a percentage of credit students who complete courses with a grade of C or better.

Persistence
The percentage of students who continue their studies the next semester. Students who graduate are not included in the calculation.

Retention Rate
The percentage of students who continue their studies the next year. Students who graduate are not included in the calculation.

SCH (Student Credit Hours)
Student credit hours is a unit of measure calculated by totaling the course credit hours for students enrolled in credit courses at DACC.

Seatcount
Also referred to as duplicated headcount, it is the total number of DACC credit courses enrolled in by all students.

Semesters

    SU – Summer semester; typically begins on the fourth Wednesday in May

    FA – Fall semester; typically begins on the third Wednesday in August

    SP – Spring semester; typically begins on the third Wednesday in January

Standard Faculty Workload
Full-time faculty workload as reported in the metrics is 15 credits per semester (fall and spring). The development of a standard workload for allied health and nursing, based on contact hours, is in progress.

Teaching Load
The number of credits required for an instructor to teach each semester.

Transfer Education
Transfer education includes programs that allow students to earn a substantial number of credits that will ultimately build to a bachelor's degree. At DACC, that includes associate degrees in Criminal Justice, Education, and Public Health, as well as the Associate of Arts and the Associate of Science degrees. It is important to note there are also a number of career technical education programs that, while primarily workforce degrees, also allow students to earn a good number of credits toward a four-year degree at NMSU.

Wildly Important Goals ("WIGS")
In *The 4 Disciplines of Execution*, authors Chris McChesney, Sean Covey, and Jim Huling recommend that organizations strategically focus on what they call "wildly important goals"—a few critical goals instead of the barrage of day-to-day tasks—as a way to maximize the efforts of the organization. DACC's "Wildly Important Goals" include increasing
- enrollment
- course completion/retention
- graduation

Withdraw-rate
For DACC reporting purposes, a withdraw-rate is the percentage of credit students who drop from courses after the add/drop date has ended and receive a grade of W.