From Program Plans to Program Review

WHY:

Evidence of academic quality and continuous improvement (ACCJC Standards), I.B (institutional effectiveness), II.A (instruction), II.C (student services); to tell our story, to have reference materials, and avoid duplication/repetition of effort

HOW:

Continuous improvement is documented through multiple measures and assessments: metrics, SLOs/SAOs, event evaluations, annual plans, program review

DEFINITIONS AND EXAMPLES:

Metrics: Internal data from departments and programs that help monitor your operations and assess progress toward accomplishing a goal (Annual Plan goal, or Comprehensive Goal from an improvement plan in Program Review).

> Example: Admissions wants to reduce the number of late add petitions either annually or each semester. They track how many late add petitions they process each semester; the number of petitions is one of their metrics.

SLO/AO: Outcomes capture the intended change you want to see as a result of your work. This can be expressed as a Student Learning Outcome (SLO) – the change in student knowledge, skills, or behavior that you want students to be able to demonstrate as a result of their interaction with you – or an Administrative Outcome (AO) that demonstrates the impact of your program or service. Outcomes express the differences that you expect to see as a result of your work, and are reported on annually in Program Review.

> Example: An outcome for student services is that students can register for classes successfully and independently. The department is tracking the number of students each semester that need assistance (a metric). As part of a goal to reduce this number (stated in the Annual Plan, and also reported in Program Review), they implement a workshop for new students on the registration process to ensure students have the correct information. The department tracks whether those students request assistance. They may do a follow-up survey with students to get feedback on which aspects of the workshop were most helpful.

Event Plans and Evaluations: Event plans capture the who, what, when, why, where, and cost of the activity. This provides additional detail to those not directly engaged in planning, and creates a record for the next round. They also serve as an overview of activities that may be

listed in your Area Plan, contribute data for metrics, and/or are included in your program review. The evaluation component documents how you assess the success of the event, and notes any changes that are recommended going forward. Together, these artifacts provide evidence of planning and assessment.

> Example: Your department wants to host a series of workshops to help students register online. Your event plan will tell the date, target audience, duration, agenda, activities, etc. The evaluation is a recap of how things went and assess if you intend to continue this as an activity.

Area Plans: These plans have the same foundations as Program Review (purpose and mission, SLOs/AOs, strategic directions/priorities, staffing, resources) but are updated more frequently and are outside of the Taskstream platform. That allows them to be more readily shared with others, and captures progress mid-year. With the final (annual report) version of an Area Plan, you have the foundation for the next cycle of Program Review. Area Plans should be developed collaboratively with input from your team. The plan should use data from your metrics, results from SLOs/AOs, Event Plans and Evaluations to tell the story of what you intend to accomplish on a year to year basis. The template for Area Plans is attached; the items are cross-referenced to Program Review sections in Taskstream where appropriate.

Program Review: All academic departments, programs, and administrative units at City College go through the Program Review process. City College uses Taskstream as the online repository for this information. Elements in Taskstream include the college mission; program purpose/mission; program outcomes and results of assessment; and resource (budget) requests. These are all reviewed each year and updated as necessary – the Annual Update component of the Program Review cycle. In addition, every three years you will set one to three Comprehensive Goals to document improvement plans. These goals and improvement plans should be based on information from your Metrics, Area Plans, Event Plans and Evaluations, and SLO/AO assessment. Updates are provided annually, and at the end of the three-year cycle, you have the foundation for new goals and improvement plans.

City College is moving toward the addition of an external review step in this process, where a team of colleagues would provide feedback based on a paper or electronic review of Program Review documents. These recommendations from peer review can then be incorporated into planning going forward, leading to action items and implementation.

SMART Goals: A recommended framework for defining goals that are clear and reachable is to ensure each one is…

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic and resourced, results-based)
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)

This can be applied in both Area Plans and Program Review, or any setting where you are establishing goals.