

Program Review Lead Writer Training

October 7, 2011





Training Agenda

- Welcome and Introductions
- Opening Remarks
- Overview of Mesa College's Integrated Planning
- Presentation of Revised Program Review Process
- Breakout sessions (and lunch) with liaisons and lead writers.



Opening Remarks

Dr. Pamela Luster
President, San Diego Mesa College




Integrated Planning

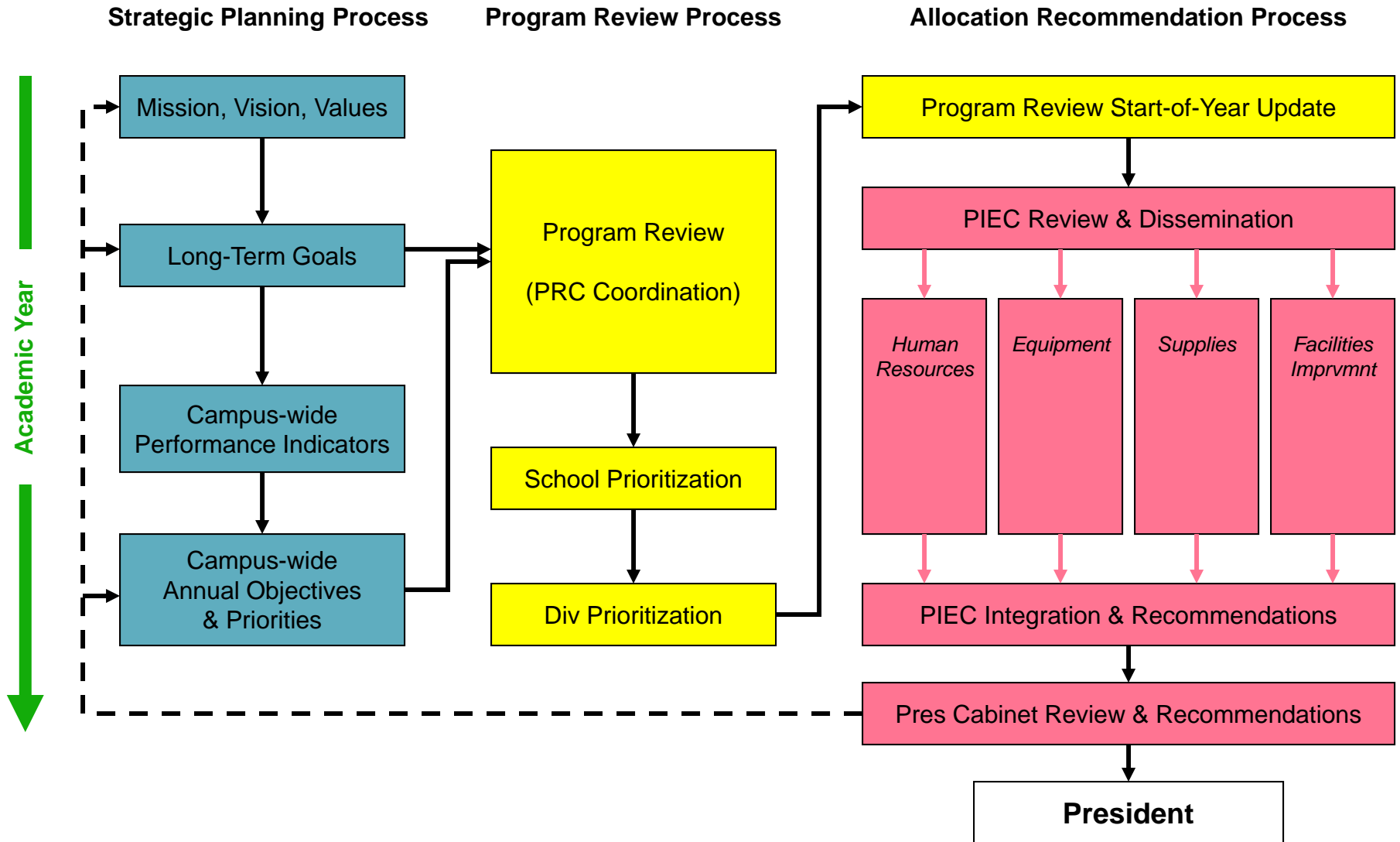
Professor Donald Abbott

Faculty Co-Chair,
Planning and Institutional Effectiveness
Committee

The Role of Program Review

- 
- A 'sea-change' in planning
 - Campus planning must be:
 - Integrated
 - Strategic
 - Aligned
 - Program Review at center of planning

SDMC Integrated Planning



What we know and How it has changed

The format may be revised, but the concepts and goal of Program Review are still the same.

Previous Process

- 5 Year Cycle
- Year 1 Sections
 - Descriptions
 - Assessment
 - Goals
- Years 2-5
- Addendum to reports
- Liaison review often only happened at the end of the process

Revised Process

- Annual Review
- Same sections
- but the questions are presented in a holistic manner
- Update same report
- No addendum needed
- Liaison provides feedback throughout the process.



Key Program Review Roles

Program/Service Area Lead Writer

- Coordinates the writing and completion of the program review document into an organized whole.

Entire department/service area and manager

- Involved in producing the raw material for the report and reviewing it regularly for its accuracy and completeness.

Liaison

- Assists lead writer with how to write the program review document so the program/service area puts “its best foot forward” by assuring that program reviews are appropriately documented to support subsequent resource allocation decisions.

Program Review Questions

Program or Service Area Description

(simple stuff)

1. Mission Statement:

- Link or copy to the Program/Service Area mission statement. If it has been updated within the last year, explain why.

2. Instructional Programs:

- Attach curriculum grid and provide a link to the catalog program pages and website. Are course outlines current and address if not. Indicate changes to curriculum within the last year.

3. Service Areas:

- Link to the catalog pages and website. Indicate changes to services within the last year.



Program Review Questions

Program or Service Area Assessment

Current State

4. Describe the current state of the program/service area. How does the program/service area address the following at Mesa?

- College-level Vision, Mission, Values, Goals
- Annual Objectives/Priorities and Performance Indicators
- Analyze the program/service area's Strengths, Challenges, and External Influences

Where is the [College](#) information?

How do we analyze our program?

Program Review Questions

Assessment

Analyzing information from faculty and staff knowledge, advisory committees' input, internal and external research, and changes in the program/service area provide the basis for assessment.

Information

- Research
- Data
- Qualitative and Quantitative
- Provided Data
- External Data
- Professional Expertise
- ILOs/SLOs/AUOs assessment results

Analysis – Possible Factors

S

Strengths

- Advantages
- Experience, knowledge
- Unique characteristics
- Resources
- Competence, capabilities
- Quality, reputation
- Faculty and Staff

C

Challenges

- Disadvantages
- Gap in experience, knowledge
- Resources
- Technology
- Equipment / Facilities
- Loss or lack of key faculty / staff
- Capacity

EI.

External Influences

- Strategic alliances, partnerships
- Local Industry
- Innovation and technology development
- Loss of alliances and partners
- State and National Economy
- Competition
- Four-year Colleges and Universities
- Legislation



Program Review Questions

Program or Service Area Assessment

Where do we want to be?

5. What does the program/service area envision for itself in the next five years?
 - Describe what the program/service area will look like in the next five years.

Suggestion: Bulleted descriptions are acceptable



Program Review Questions

Program or Service Area Assessment

What are the gaps?

6. What are the missing program/service area needs necessary to accomplish the five year vision?
 - Identify the missing program/service area needs necessary for the next five years.

Suggestion: The needs in question six (6) can correlate to the descriptions in question five (5).

Program Review Goal Matrix

How do we get there?

Development of program/service area S.M.A.R.T. goals.

- A goal is a statement of a desired future that a program/service area wishes to achieve.
- Goals serve as an internal source of motivation and commitment, and provide a guide to action.
- Defining goals helps to conceptualize and articulate the future direction, thus creating a common understanding for stakeholders.
- It is important that goals meet specific criteria that can be used to easily assess them. S.M.A.R.T. goals provide a framework to improve goal setting and help create more effective goals.

S.M.A.R.T. Goals

	Component	Description	Questions to Answer
S	Specific	Specific goals are clear and unambiguous; they explain exactly what is expected.	Who? What? Where? What are the requirements?
M	Measurable	Measurable goals require you to establish concrete criteria for measuring progress toward attainment of each goal you set.	How much? How many? How will we know it is accomplished?
A	Attainable	Attainable goals are realistic and attainable in the current environment. The best goals require that you stretch a bit to achieve them.	Can the objectives of this goal be carried out? If so, in what manner will they be carried out?
R	Results-based	Results-based goals represent an objective toward which you are willing and able to work.	What is the result you are trying to achieve?
T	Time-bound	Time-bound goals have starting points, ending points and fixed durations. There is a clear target date.	When will the goal be completed?

How do we take current goals and convert them into smart goals?

Program Review Goal Matrix

STATUS: Academic Year _____

- New
 Progress Made
 Obstacles Encountered
 Changes Made
 Completed
 Deleted

SMART Goal	
Rationale	
Plan/Activity	
Time Frame	
Person(s) Assigned	
Non-Budgetary Needs	

Funding Source(s): *Select any and all that apply. (Insert Link)*

<input type="checkbox"/> Classified Staff <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Faculty Position <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Equipment <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Facilities <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Perkins <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Supplies Materials <i>Attach sheet addressing criteria in Table 1</i>
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Resources	Description	Estimated Cost	Cost to Sustain
Human 1000/2000/3000			
Supplies 4000/5000			
Equipment 6000			
Facilities			
TOTAL			

Current Assessment of Goal

Related SLOs/AUOs: *Select all that apply.*

<input type="checkbox"/> Institutional ILO(s)	<input type="checkbox"/> Communication	<input type="checkbox"/> Self-Awareness & Interpersonal Skills
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Technological Awareness
<input type="checkbox"/> Personal Actions & Civic Responsibility		
<input type="checkbox"/> Program SLO(s): <i>If selected, please specify:</i>		
<input type="checkbox"/> Course SLO(s): <i>If selected, please specify:</i>		
<input type="checkbox"/> Service Area SLOs or Administrative Unit Outcomes (AUOs): <i>If selected, please specify:</i>		

Related College Goals: *Select all that apply. (Link to College Goals: <http://www.sdmesa.edu/mission-statement/index.cfm>)*

Goal 1
 Goal 2
 Goal 3
 Goal 4



Let's Have a Little Fun!

Research and Other Documentation

Copies are attached or links are provided to the research and any other documentation used in the program/service area report. Examples of research and other types of documentation to support the responses include but are not limited to the following:

- Curriculum grid
- Program pages from the catalog
- All research used when responding to the program review questions.
- ILO/SLO/AUO documentation cited in the program review responses.
- The sheet(s) addressing the criteria in Table 1



Reviews, Signatures, and Submissions

Liaisons perform one final review and feedback of the program review prior to the program / service area finalizing their document for signatures.

1. **Lead Writer:** *signs and dates the document, then forwards the electronic and hard copy to the Department Chair.*
2. **Department Chair/Supervisor:** *signs and dates the document, then forwards the electronic and hard copy to the Manager.*
3. **Manager:** *The manager signs and dates the document, then:*
 - *Forwards the original hard copy and two additional copies to the Program Review Administrative Co-Chair in A-109.*
 - *E-mails the electronic copy to: cpalesti@sdccd.edu.*

The signatures indicate the completion of the Program Review document.

Timelines

No Later Than	Activity/Description
October 15	The development of the Program Review Report will officially start after the training session. Lead writer materials are distributed. Assigned liaison begins interaction with lead writer.
November 15	Lead writer reviews program review data and completes initial draft of Response Sheet.
December 15	Program/service area faculty, staff, and manager, as well as assigned liaison must review the draft of the Response Sheet and provide feedback to the lead writer. Lead writer begins to complete the Program Review Goal Matrix.
February 24	Program/service area faculty, staff, and manager, as well as assigned liaison must review the draft of the Goal Matrix and provide feedback to the lead writer.
February 28	Lead writer submits final Program Review to the liaison for a last look.
March 2	Assigned liaison emails the completed Liaison Evaluation Guide to the lead writer, department chair/supervisor, and manager for final feedback.
March 9	Lead writer signs and dates the final program review and forwards the electronic and hard copy (with required attachments) to the department chair/supervisor.
March 16	Department chair/supervisor signs and dates the final program review and forwards the electronic and hard copy (with required attachments) to manager.
March 23	Manager signs and dates the final program review and forwards (with required attachments) the original and two hard copies to the Program Review Committee administrative co-chair in A-109. Manager emails electronic copy with attachments to cpalesti@sdccd.edu (who will then forward the electronic copy to liaison for completion of the Liaison Evaluation Guide)
March 30	All final Liaison Evaluation Guides must be received by cpalesti@sdccd.edu .
Last Tuesday in April	Program Review Committee submits its final report to the President's Cabinet for approval.

Resources for Lead Writers

- Program Review website
- Institutional Research website
- SLO/AUO results
- ILOs
- Liaison
- Department Chairs / Supervisors
- Previous Lead Writers
- Managers

Support Workshops

- Data Integration
 - Instructional: 11/4 from 8:30 – 9:30
 - Services: 11/4 from 9:30 – 10:30
- SMART Goals
 - Flex workshop in January: Date TBD
- Technology
 - Spring Semester: Dates TBD

Technical Specs

- The forms will expand with use.
- For questions 4 -6, there is a recommended 5 page maximum.
- Copy and paste blank matrix to create additional matrices. (*Four blank matrixes are automatically included in the program review form.*)
- For future years, just open the previous year's document, rename it for the current year, save it, and proceed with updates.

Next Steps

- Questions and Answers
- Move to breakout rooms (and get lunch) where Liaisons and Lead Writers will:
 - further explore the revised process
 - answer specific program / service area questions
 - discuss connecting for the future review and feedback cycles

Our Program Review Liaison

- Name:

- The best way to contact:

Phone: _____

Email: _____

Office: _____