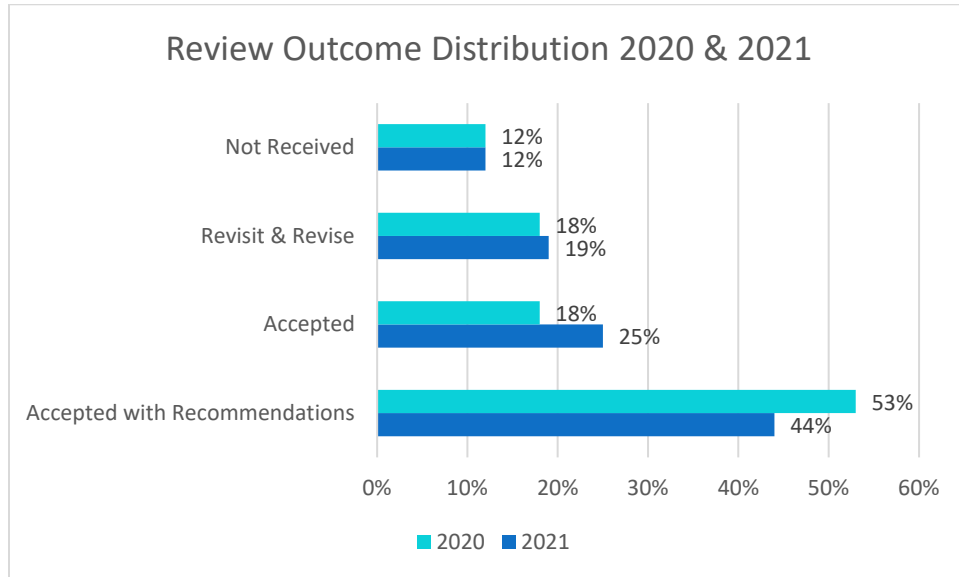# FY2021 Program Review Executive Summary

The Program Review Steering Committee (PRSC or the Committee) uses established guidelines and criteria to evaluate instructional program and service unit support for Collin College's mission, and strategic plan, processes, procedures, and opportunities for improvement as outlined in the review documents supplied by those organizational units in their fifth year of the performance improvement cycle. Overall, the FY2021 submissions continue to reflect an enhanced understanding of the evaluation process and demonstrate a willingness to use data to support their claims. This review cycle, it is important to note that the service units performed particularly well (five were under review), with high overall ratings in each category. Secondly, Workforce Programs had high overall scores across most categories (see Appendix for specific results). These two categories represented the bulk of the submissions, 11 out of the 14 received (16 were actually scheduled for review, and 2 did not submit). While modifications to the continuous improvement section of the templates for FY2019 clarified how the Continuous Improvement Plans (CIP) align with the program review, the CIP continues to be challenging for many (as noted in last year's report). The PRSC modified its message to those scheduled for review by integrating meaningful examples into the fall workshop. Mentors were available to assist individual programs and service units, and the communication loop was tightened to provide a summary of recommendations by the Committee. Programs now have a clearer understanding of the expectation and timeline for changes. However, there continues to be a trend that concerns the committee, of programs/units who do not submit Program Review documents, especially ones that do not submit for two or more consecutive years.

What are Program Review Steering Committee Judgments?

PRSC judgments are decisions reflecting the *adequacy of the report* regarding assertions, data supporting them, conclusions drawn, and—based on the conclusions—the CIP as a reasonable means of program or service unit improvement. They are _not_ judgments about the viability of the programs and service units. Viability decisions belong to the institutional leaders who oversee the organizational units. The focus of program review is formative assessment rather than summative assessment.

There were 16 programs and service units scheduled for review during FY2021, including three that received "Revisit and Revise" judgments from the FY2020 review cycle and two that failed to submit reports in FY2020. Of the programs reviewed during FY2021 and FY2020, the Committee made the following judgments:

	2021	2020
Accepted	25% (4)	18% (3)
Accepted with Recommendation	44% (7)	53% (9)
Revisit & Revise	19% (3)	18% (3)
Not Received	12% (2)	12% (2)

Review Outcome Distribution 2020 & 2021

Outcome	2020	2021
Not Received	12%	12%
Revisit & Revise	18%	19%
Accepted	18%	25%
Accepted with Recommendations	53%	44%

Legend: ■ 2020 ■ 2021

Judgments for FY2021 Program Review Submissions:

Accepted: 4
- Commercial Music
- Counseling Services
- Culinary Arts & Pastry Arts
- Interior Design

Accepted With Recommendations: 7

- ACCESS
- Athletics
- Business FOS
- Career Services
- Fire Science
- Hospitality and Food Service Management
- Interpreter Education Program

Revisit & Revise: 3
- Facilities and Grounds
- Law Enforcement Academy (CE)
- Veterinary Assistant (CE)

Not Received: 2
- Information Technology & eLearning Centers Unit (No report was submitted before the deadline for the third consecutive year.)

- Wellness

As can be seen in the table and chart comparing results of FY2020 and FY2021, the results are roughly the same in terms of those reports that were deemed acceptable (either with an Accepted rating or an Accepted with Recommendations rating) and those that received a Revisit/Revise or were not submitted at all. However, the **quality** of the reports had arguably increased in FY2021, as a higher percentage of submissions were judged to be Accepted (18% in 2020 v. 25% in 2021) versus Accepted with Recommendations (53% in 2020 versus 44% in versus 2021).

Evaluating the Process

The goal of the Committee is to provide tools, training, and feedback for programs and service units actively engaged in performance improvement. During the spring 2020 semester, a subcommittee was appointed to streamline the Program Review templates based on user and administration feedback.   Minor modifications were made to the templates based on feedback received from the Committee. The Committee has opted not to make major changes to the templates each year as this would prevent authors from starting the writing process over the summer.   A second subcommittee developed a prep sheet document for authors. The purpose of the prep sheet was to indicate to authors which questions on the template could be answered prior to receiving the Program Review data in mid-October. The Committee believed that this would assist programs that wanted to start work on the template prior to the October orientation.

In addition to the above mentioned modifications, the Committee also voted to begin orientation in July of each year rather than October. While the most recent years' data will not be available until October of each year, it was decided that using the previous 4 or 5 years data and trend for analysis would be sufficient information for the authoring teams, while allowing them additional time to complete the templates. As well, a Program Review timeline with milestones for completion, developed by Andrea Szlachtowski and Brenden Mesch would be adopted and deans would be encouraged to follow the timeline. The most recent year's data would still be made available in October.

Lastly, the Committee reviewed the survey results from last year's lead authors of the Program Review submissions. The following two questions were asked and a summary of responses below:

Please tell us one thing that you learned or benefited from during the Program Review process.
- Program has experienced growth, and there is a demand by employers and students.
- CIP process at Collin College.
- Importance of keeping all data in resource folder.

- Identified areas that needed improvement.
- Value of the 'big picture' and why department has/has not accomplished goals.
- Better understanding the CIP process and data available.

Please tell us one or two things that could be improved about the Program Review process.

- Supervisor wanted document earlier than January 15th and gave feedback that was non-digital.
- Seems duplicative for programs that have outside accreditors.
- More time to make quick edits during the program review process. Author needed more time to address the edits needed while PRSC was in session.
- Presentation to entire department undergoing the process, so that they will have a fuller understanding of what needs to be done and why.
- Unclear what needs to be modified. No response to emails to 3rd reviewer, and comments were contradictory and sparse. Unable to make changes because unsure how to proceed.
- Stipend/work release for program review authors. Workshops where authors can bring the document and work on it and have PRSC members available for assistance.

Based on that feedback, the following recommendations were made to the Committee:

- Committee can do a better job of providing detailed feedback to authors, particularly if they have received a rating of Revisit/Revise. Perhaps ask co-chairs to oversee the process.
- Remind committee members in January when reviewing items, that they can and should ask authors to submit anything that might have been mistakenly omitted. This would give authors more time to address any missing items/questions.
- Consider feasibility of inviting authors to a workshop in January with seasoned PRSC members
- Explore whether or not a recommendation should be made to leadership to consider stipends for Discipline/Unit Leads undergoing Program Review.

Program Review Process Opportunities for Improvement (to Be Conducted Summer 2021)

Intensive Workshops (for authors): The Committee will offer workshops for authors on a regular basis during the Program Review writing period, to provide hands-on assistance.

Mentor Training: A subcommittee will work to provide enhanced training for mentors and PRSC members to ensure they have a thorough understanding of their role and how they can assist authoring teams to be successful.

Review Template SACSCOC Update: The templates used for fifth-year Program Review submissions will undergo maintenance to respond to the latest understanding of SACSCOC guidelines and administrator request to simplify the document.

Individual Program and Service Unit Recommendations

Individual program and unit recommendations are shown in the checklists found within each program and unit folder on the J Drive at **J:\Program Review\For Leadership Team Review\2021** (after May 18, 2021). Per PRSC guidelines, the Program Review submissions of the programs and service units will be posted on the Institutional Effectiveness Program Review intranet page after the programs or units whose submissions were accepted with recommendations have had an opportunity to submit edited documents: by August 1, 2021.

Appendix A: Ratings Summaries

Table 1. Ratings by Review Section and Category for <u>Academic Program</u> Reviewed during FY2021. (Business Field of Study)

Modal Category Rating For 2021 Academic Program Review Submission				
1= Revisit & Revise, 2=Accepted with Recommendations, 3=Accepted				
Review Question	Responsiveness	Evidence	Analysis	Overall Judgment
1. What does the academic program do?	3.0			3.0
2. Program relationship to the college mission and strategic plan.	3.0	2.0	2.0	2.0
3. Program relationship to student demand.	3.0	3.0	3.0	3.0
4. Marketable skills students should have after completing the program.	3.0	3.0	2.0	2.0
5. How effective is the program's curriculum?	3.0	3.0	2.0	2.0
6. How well does program communicate?	3.0	3.0	2.0	2.0
7. How well are partnership resources built & leveraged?	3.0	2.0	2.0	2.0
8. Are the faculty supported with professional development?	3.0	3.0	3.0	3.0
9. Does the program have adequate facilities, equipment and financial resources?				
10. How have past Continuous Improvement Plans contributed to success?	2.0	1.0	1.0	2.0
11. How will program evaluate its success?	2.0	2.0	1.0	2.0
12. Continuous Improvement Plan (CIP)	3.0			3.0

Table 2. Average Ratings by Review Section and Rating Category for Workforce Education Programs That Were Reviewed during FY2021. (Commercial Music, Culinary and Pastry Arts, Fire Science, Hospitality and Food Service, Interior Design, Interpreter Education Program).

Modal Category Rating for 2021 Workforce Program Review Submissions

1=Revisit & Revise, 2=Accepted With Recommendations, 3=Accepted

Review Question	Responsiveness	Evidence	Analysis	Overall Judgment
1. What does your workforce program do?	3			3
2. Program relationship to the college mission and strategic plan.	3	3	2	2
3. Program relationship to student demand.	3	3	3	3
4. Program relationship to market demand.	3	2	2	2
5. How effective is the program's curriculum?	2	3	2	2
6. How well does program communicate?	3	3	3	3
7. How well are partnership resources built & leveraged?	3	3	3	3
8. Are the faculty qualified and supported with professional development?	3	3	3	3
9. Does the program have adequate facilities, equipment, and financial resources?				
10. How have past Program Reviews contributed to success?	2	3	2	2
11. How will we evaluate our success?	2	3	2	2
12. Complete the Continuous Improvement Plan (CIP) tables that follow.	3			3

Table 3. Modal (most often occurring) Ratings by Section and Category for Continuing Education (Noncredit) Programs Reviewed during FY2021. (Veterinary Assistant and Fire Science)

Modal Category Rating For 2021 Continuing Education Program				
1= Revisit & Revise, 2=Accepted with Recommendations, 3=Accepted				
	Responsiveness	Evidence	Analysis	Overall Judgment
1. What does the workforce program do?	3.0			3.0
2. Program relationship to the college mission and strategic plan.	2.0	2.0	2.0	2.0
3. Program relationship to student demand.	3.0	3.0	2.0	2.0
4. Program relationship to market demand.	2.0	2.0	2.0	2.0
5. How effective is the program's curriculum?	2.0	3.0	2.0	2.0
6. How well does program communicate?	3.0	3.0	3.0	3.0
7. How well are partnership resources built & leveraged?	3.0	3.0	3.0	3.0
8. Are the faculty supported with professional development?	2.0	2.0	3.0	2.0
9. Does the program have adequate facilities, equipment and financial resources?				
10. How have past Continuous Improvement Plans contributed to success?	2.0	2.0	2.0	2.0
11. How will program evaluate its success?	1.0	3.0	1.0	1.0
12. Continuous Improvement Plan (CIP)	3.0			3.0

Table 4. Modal (most often occurring) Category Ratings by Section for Service Units That Were Reviewed during FY2021. (Access, Athletics, Career Services, Counseling, Facilities)

Modal Category Rating For 2021 Service Unit Program Review Submission				
1= Revisit & Revise, 2=Accepted with Recommendations, 3=Accepted				
	Responsiveness	Evidence	Analysis	Overall Judgment
1. What Does the Unit Do?	3			3
2. Unit's Relationship to the College Mission and Strategic Plan.	3	3	3	3
3. Why Are Unit Processes Done?	3	3	3	3
4. How Does the Unit Impact Student Outcomes?	3	3	3	2
5. How Effectively Does the Unit Communicate?	3	3	3	3
6. Are Partnerships Developed and Leveraged?	3	3	3	3
7. Are Staff Supported With Professional Development Opportunities?	3	3	3	3
8. Does the unit have adequate facilities, equipment and financial resources?				
9. How have past Continuous Improvement Plans contributed to success?	3	3	3	3
10. How will the unit evaluate its success?	3	3	3	3
11. Future Continuous Improvement Plan (CIP) Tables	3			3

Appendix B: Identified Needs for Budget and/or Facilities Enhancement

Programs Identifying Needs for Budget and/or Facilities Enhancement

The following programs identified a need for additional funds for their budget and/or indicated insufficient facilities/technology in their FY2021 Program Review submissions. The information is provided in this report as a resource for administrators in a position to work with programs to address their specific needs.

Program	Program Review Author	Administrator
Culinary & Pastry Arts	Tom Nixon	Brenden Mesch
Business FOS	Laura Hicks & Kashif Ur-Rehman	Brenden Mesch & Garry Evans
Commercial Music	Michael Medina	Lupita Tinnen
Fire Science	Pat McAuliff	Michelle Millen
Hospitality & Food Service	Eric Tobin	Brenden Mesch
Law Enforcement	Scott Donaldson	Michelle Millen
Veterinary Assistant	Sabrina Cummings	Daphne Babcock

These identified needs align with the following SACSCOC and Collin College strategic priorities.

SACSCOC Principle 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Effective institutions demonstrate a commitment to principles of continuous improvements, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. **An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations** (see p. 56 of Resource Manual for the Principals of Accreditation: Foundations for Quality Enhancement, 2018, for complete information).

<u>SACSCOC Principle 13.7</u>

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

<u>Collin College Strategic Priorities</u>

Priority 7: Expand the Physical Footprint of Collin College to Meet Emerging Programmatic Needs; Improve Facilities as Necessary, and Implement the Maintenance Plan to Elevate Services to Our Students (<u>https://www.collin.edu/aboutus/strategic_goals.html</u>).

<u>PRSC Suggested Response</u>

Such identified needs should show up in Collin's budget process as supplemental requests. But, to avoid important needs falling through the cracks, PRSC encourages Executive Leadership Team members to follow up with administrators supervising programs or service units that identified budget and/or facilities enhancements (specific information can also be found in the program review submissions) to determine whether or not the program's requests are reasonable and feasible within the overall College context.

The SACSCOC *Resource Manual* suggests that budgetary allocations and planning outcomes should be aligned and that resource allocation decisions be documented to demonstrate some relationship to effectiveness and continuous improvement planning. Instructional programs, service units, or administrators making requests for budget and/or facilities enhancements related to their program reviews or continuous improvement plans should share such documentation with the Institutional Research Office so it can be maintained on file and be available on demand for SACSCOC reviewers and reporting.

SUGGESTED DEAN TIMELINE FOR PROGRAM/UNIT REVIEW FOR SUCCESSFUL SUBMISSION

The following checklist is designed with an ideal timeline of 8 months. If you're planning your Program Review on a shorter schedule, just start at the beginning of the list and catch up as quickly as possible. Use the boxes to the left of the items to check off tasks as you complete them.

MAY - BEFORE THE PROGRAM REVIEW THAT IS DUE THE FOLLOWING JANUARY 31ST

☐ Dean to Finalize Authoring Team. (They can start on report over the summer if needed) non-DL can count as summer college service. (IRO data will be available during the summer)

☐ Team should consist of DL. Lead author can be the DL or full-time faculty and an additional 2-3 faculty. This can be mixed with full-time and part-time.

SUMMER – JUNE - JULY - AUGUST

☐ Dean working with teams and all DL's on CIP. Arrange CIP training with IRO group. CIP data should be collected and analyzed and ready for submission before January 30.

AUGUST – FACULTY RETURN WEEK

☐ Meeting with team. Schedule training for team from Institutional Effectiveness office if needed.

☐ Be familiar with resources. Resources (IRO data, Assessment Data, Advisory Committee reports, etc Click here for Program Review Portal).

☐ Set up shared drive, teams or other shared area to hold documents.

SEPTEMBER AND OCTOBER

- [ ] Meet with team to see progress of document.

- [ ] Summer IRO Data should be available the 2nd week of October. The previous 4 years of data will be available in July.

- [ ] Review and finalize data that was collected and analyzed year 1-4.

- [ ] Dean set up weekly or bi weekly meeting to discuss progress with team members.

FIRST WEEK OF NOVEMBER

- [ ] Team working on document and sharing status weekly or bi weekly.

- [ ] Team should be requesting information needed from District Discipline Deans/Associate Deans/Director.

DECEMBER

- [ ] Final edits uploaded to shared drive for DDD/AD/Directors to review by December 15th.

- [ ] Dean should have feedback ready for faculty when report back in January. All final edits should be made and final report uploaded by Jan 15th.

JANUARY (WEEK FACULTY REPORT BACK)

- [ ] Meet with team and finalize any

edits after the Jan 15th submission.

☐ Finalize and upload all attachments and appendix needed for support by January 25.

BY JANUARY 30

☐ Program Review reports and CIPs due to the Institutional Effectiveness department on or before January 30.

April - Steering committee completes reviews, May – executive summary and program review reports submitted to leadership – deans will be notified by program review steering committee chair on status of reports. August – program review reports and steering committee recommendations posted to the intranet. (*Revisit/Revise – Accepted with recommendation and Accepted without recommendations)*

Created by: Associate Dean Andrea Szlachtowski and Dean Brenden Mesch last edited 5.4.2021