



PROGRAM REVIEW AT NOVA

Academic Assessment

Office of Institutional Effectiveness and Student Success

Fall 2019

NOVA | Northern Virginia
Community College

OVERVIEW

- Context for Program Review
- Major Components of the Program Review Process
- Timeline





PROGRAM REVIEW **CONTEXT**



PROGRAM REVIEW AT NOVA

- NOVA has a process for systematic reviews in place for over twenty years.
- Program reviews occur every...
 - *Five years for degree programs, certificates, and career studies certificates*
 - *Seven years for disciplines*
- Programs accredited or approved by external agencies (e.g., nursing) are reviewed on their professional accreditation cycle.
- VCCS, SCHEV, and SACSCOC require *periodic, systematic, and in-depth* reviews

WHY PROGRAM REVIEW?

They provide an opportunity for an in-depth self-study across the College conducted by those involved with the program. These reviews allow Programs and Disciplines to:

- *Following through with the program/discipline outcomes;*
- *Celebrate its strengths;*
- ***Address areas for improvement;***
- ***Make needed changes; and***
- ***Move its curriculum forward to align with demands of the workforce and student population***



CHANGES IN PROGRAM REVIEW STARTED IN 2019-2020

New Pathway Leadership

Outcomes-Based

Data-Driven Approach

Simplified template

Prepopulated with data

A DATA-DRIVEN APPROACH TO THE PROGRAM REVIEW PROCESS

Every review must include the following data in their reports:

- *Program's Viability and Productivity*
- *Program's Enrollment and Demographic Data*
- *Program's Success Review*
- *Program's Equity Review*

SCHEV'S QUANTITATIVE VIABILITY STANDARDS FOR ASSOCIATE DEGREE PROGRAMS

Degree Program								
Institutional Size	Transfer (A.A., A.S.)		A.A.S. Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		A.A.S. Engineering, Mechanical, and Industrial Technologies		A.A.S. Health Technologies	
	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Less than 1,800	17	12	13	8	9	6	7	5
1,800 - 4,999	22	15	16	11	12	8	9	6
5,000 or greater	24	17	18	12	13	9	10	7

NOVA →



WORKING WITH DATA

Provide context

- Compare program data with the College, the campus overall, type of degree, etc.

Make it meaningful

- Why/what are you comparing?
- What is the data explaining?

Look at multiple years (typically five years)

- Using data for just one year does not provide enough context.
- Comparing data across multiple years shows whether the program has improved or not.



PROGRAM REVIEW REPORT



PROGRAM REVIEW REPORT

Major Components

Section 1: Program's Viability, Productivity, and Demographic Data

Section 2: Effectiveness of the Curriculum

Section 3: Student Success Metrics by Academic Program

Section 4: Resources to Support the Academic Program

Section 5: Student and Faculty Surveys

Section 6: Action Plan for Improvement

SECTION 1

Program's Viability, Productivity, and Demographic Data

Data relating to the following should be included:

- *Viability and productivity*
- *Enrollment*

Questions to consider:

- *Does your program viability and productivity data meet the standards set by SCHEV?*
- *Are enrollment trends and the number of degrees offered increasing or decreasing?*
- *What patterns in enrollment does the data show?*

SECTION 2

Effectiveness of the Curriculum

- Major Revisions in the Past Five Years
- Major Challenges
 - *What are the challenges?*
 - *What are the steps the steering committee is taking to fix them? What is pending?*
 - *What is the plan for improvement?*
- OIR provides the programs their Labor Market Data in a separate report. From that, discuss the following:
 - *Summary of the employability and income data*
 - *What are the current jobs in the program's field and how do the NOVA degree offerings fit? Is there a skills gap? Where can your program grow to mirror upcoming job opportunities?*
 - *What are future goals for this program related to the Labor Market Data?*
 - *What is the plan for improvement?*

SECTION 2

Effectiveness of the Curriculum

- Curriculum Advising Committee?
 - *Who are the members?*
 - *When were the last two meetings?*
 - *What are some suggestions made?*
- Currency of the Curriculum
 - *What are the course offerings? Have any electives (or course requirements) been added or deleted in the past five years?*
 - *Does the progression of courses make sense?*
- Are there course content summaries? Are they current?
- Do the syllabi match the course content summaries?

SECTION 2

Effectiveness of the Curriculum

- How does the program compare to the curriculum, program, and courses of similar programs at other institutions?
 - *It is best to compare against peer institutions as well as a Virginia community college*
 - *Questions to consider: how many credit hours are required? Where are there differences in curriculum or courses? Do they offer online degree programs? What is the enrollment data like, if available?*
 - *What are strengths and weaknesses compared to other programs?*
 - *Based on this data, how does the program plan to improve itself?*
- Does your required program courses transfer to the top five institutions? Have they in the past?

SECTION 2

Effectiveness of the Curriculum

Student Learning Outcomes, Core Learning Outcomes, and the Curriculum Map

Every program assesses two SLOs in the Fall, one SLO in the Spring, and one CLO in an assessment year.

- *Student Learning Outcomes*

- Programs are reviewing their SLO Assessment (Methods, Results, Plan for Improvements, etc.)
- Questions to consider: Do they need to be updated? How can they be improved?
- Tables to include: SLOs with when each was assessed within the past five years

Student Learning Outcomes	2016-17	2017-18	2018-19	2019-20	2020-21
SLO 1		x			x
SLO 2	x			x	
SLO 3			x		x
SLO4		x		z	
SLO 5	x			x	

NOTE: All SLOs must be covered within a 10-year review cycle.

SECTION 2

Effectiveness of the Curriculum

Student Learning Outcomes, **Core Learning Outcomes**, and the Curriculum Map

Core Learning Outcomes

- Beginning Spring 2018, there was a VCCS-wide requirement for assessment of the following Core Learning Outcomes:

Civic Engagement

Scientific Literacy

Critical Thinking

Quantitative Literacy

Professional Readiness

Written Communication

- Questions to address: was the target met in the last assessment? What ways can you improve the assessment method of the CLOs?
- Tables to include: The VCCS Core Learning Outcomes and what years each will be assessed.

SECTION 2

Effectiveness of the Curriculum

Student Learning Outcomes, Core Learning Outcomes, and the **Curriculum Map**

- **Curriculum Map**: depicts where academic program courses address the SLOs and CLOs of the academic program(s).
- The Office of Academic Assessment will provide you a template of the Curriculum Map

Student Learning Outcomes	CLO Alignment with SLOs*	Courses Fulfilling SLOs/CLOs:						
		WEL 120	WEL 121	WEL 122	WEL 126	WEL 130	WEL 150	WEL 160
		Intro to Welding	Arc Welding	Welding II (Electric Arc)	Pipe Welding I	Insert Gas Welding	Welding Drawing and Interp.	Semi-Automatic Welding
1) Perform technical work related to welding applying OSHA safety and industry standards in a work environment.	PR, QL		I/P/M Hands-on performance	I/P/M Hands-on performance	I/P/M Hands-on performance	I/P/M Hands-on performance		I/P/M Hands-on performance
2) Apply physics, chemistry, and basic electrical principles/power source knowledge to solve typical problems and make decisions involving welding related tasks as well as when they write and specify welding procedure.	SL, WC		I/P Written job plan	M Written job plan	I/P Written job plan	I Written job plan		I/P Written job plan
3) Fabricate a project and estimate the cost of the welding consumables and metal.	QL, PR		I/P Hands-on performance and written estimate	P/M Hands-on performance and written estimate	I/P Written job plan scored	I/P Hands-on performance and written estimate		I/P Hands-on performance and written estimate
4) Select appropriate filler material for compatible admixing and dilution in the writing of welding procedure for various ferrous and non-ferrous metals.	SL, WC		I/P Hands-on performance and reasoning	P Hands-on performance and reasoning	I/P Hands-on performance and reasoning	P/M Hands-on performance and reasoning		I/P Hands-on performance and reasoning
5) Read and correctly interpret basic welding fabrication drawings, sketches, symbols, and/or welding specifications.	CT		I/P Hands-on performance and reasoning	P/M Hands-on performance and reasoning	I/P Hands-on performance and reasoning	I/P Hands-on performance and reasoning		I/P Hands-on performance and reasoning
6) Demonstrate proficiency of the welding subject through hands-on performance, written work, and in theory.	PR		I/P Hands-on performance and written work	P/M Hands-on performance and written work	P/M Hands-on performance and written work	I/P/M Hands-on performance and written work		I/P/M Hands-on performance and written work

SECTION 3

Student Success Metrics by Academic Program

Data relating to the following should be included:

- *Course Success Rates*
- *Retention and Graduation Rates*
- *Transfer Rates*
- *Job Placement*

Questions to consider:

- *How do course success rates and retention rates vary by Race/Ethnicity, Modalities, and students across the College?*
- *What do graduation rates look like for Part-Time vs. Full-Time students? What about compared to students across the College?*
- *What are the transfer-out rates by Race/Ethnicity or compared to students College-Wide?*
- *How does the program's job placement rates compare to students College-Wide?*
- *What are patterns within each data set and overall?*

SECTION 4

Resources to Support the Academic Program

The programs will reflect on and discuss the following categories:

- *Current Faculty Ratios (data provided by Human Resources)*
- *Library Resources for the Program (library usage data provided by academic program review team)*
- *Adequacy of Facilities and Technology*
- *Professional Development Opportunities for Faculty and Students*

Questions to consider:

- *Does the faculty in the program reflect the student demographics for that program?*
- *Are students given enough resources to excel in the program? How can this be improved?*
- *Does the program provide enough professional development opportunities to both students and faculty to help improve skills necessary to be successful in their field?*

SECTION 5

Student and Faculty Surveys

- Programs/Disciplines are expected to conduct student and faculty surveys (hosted through Qualtrics)
- During Semester One:
 - *The schedule for these surveys should be determined*
 - *Surveys should be finalized*
 - **OIR has survey templates**
 - **All surveys must be approved by OIR**
- Programs/Disciplines may decide to start conducting surveys during Semester One
- Programs (e.g., applied programs) may also consider conducting an employer survey

SECTION 5

Student and Faculty Surveys

- During Semester Two:
 - *Programs/Disciplines will receive a report of the survey results (which includes response rates and comments) from OIR*
 - *Based on the report, consider the following questions:*
 - **What are the highlights or outcomes from the student and faculty surveys?**
 - **Are there any areas to improve that were not covered in previous sections?**



RECOMMENDATIONS/SUGGESTIONS

- Compile recommendations and suggestions written throughout the report into the Action Plans
 - **Recommendation:** describes an action that *must be taken* to achieve the student learning outcomes of the program or discipline and to make the program/discipline effective
 - **Suggestion:** describes an action that *should be taken* to improve the program/discipline's effectiveness.
- Make recommendations and suggestions throughout the report
- All recommendations and suggestions made throughout the report must also appear as part of the action plan.

SECTION 6

Action Plan for Improvement: What it Covers

- The programs will provide an action plan for:
 - *The Academic Program (Section 1 and Section 5 recommendations/suggestions)*
 - *The Curriculum and its Effectiveness*
 - *The Student Success*
 - *Resources to Support the Academic Program*

SECTION 6

Action Plan for Improvement: What Needs to be Included

- Each of the sections listed in the previous slide should have:
 - *Recommendation*
 - **Include the page number in the report that discusses the recommendation.**
 - **Be specific with what action needs to meet this recommendation.**
 - *Rationale for the Recommendation*
 - **Discuss the evidence in the report that supports the recommendation or suggestion.**
 - *Person(s) Responsible for Implementing the Recommended Action*
 - **Name a single position as the responsible party**
 - **The party should be related to the program (cluster, faculty, dean)**
 - *Action Plan Date of Completion*

THE FINAL REPORT

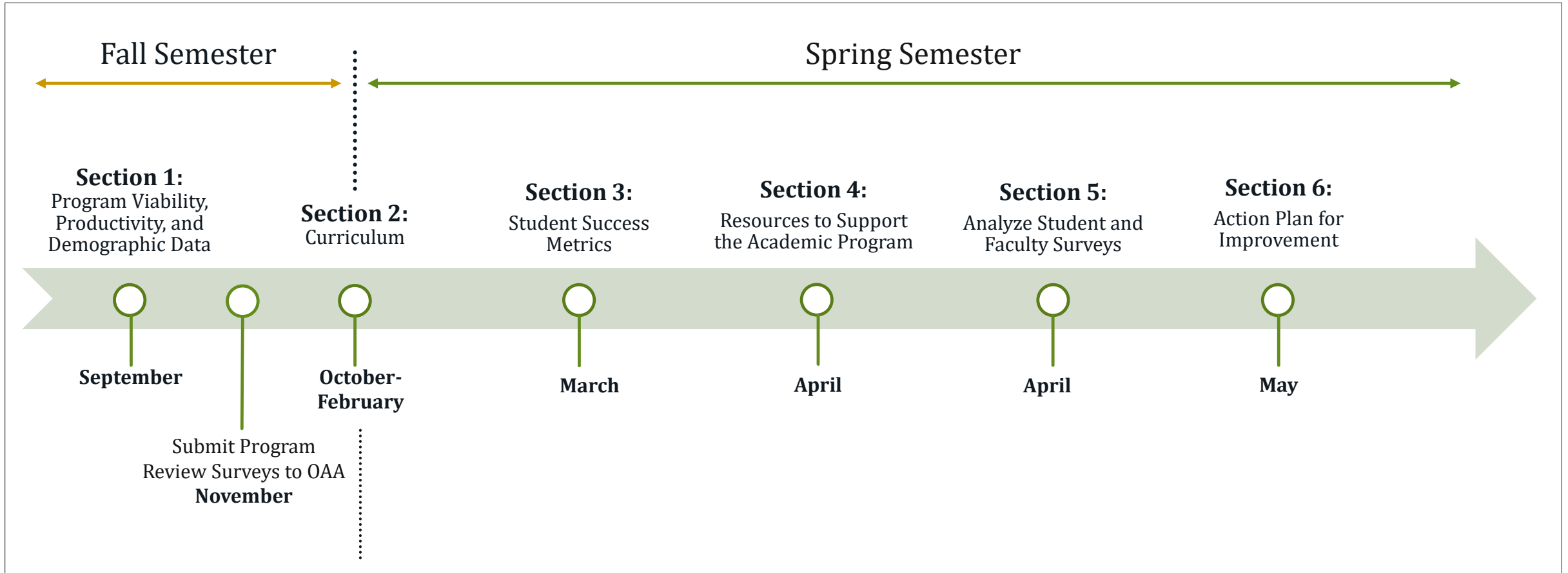
- A *complete* draft of the program review report should include:
 - A *title page* – program name (with degree type), semester and year the report was created, the names of the chair, pathway provost, pathway dean, and the committee members
 - *Table of Contents, List of Tables, List of Figures, and List of Appendix Tables*
 - *The main body*
 - *Appendices*

Consider a timeline for submission when finalizing the report and the steps in the approval process

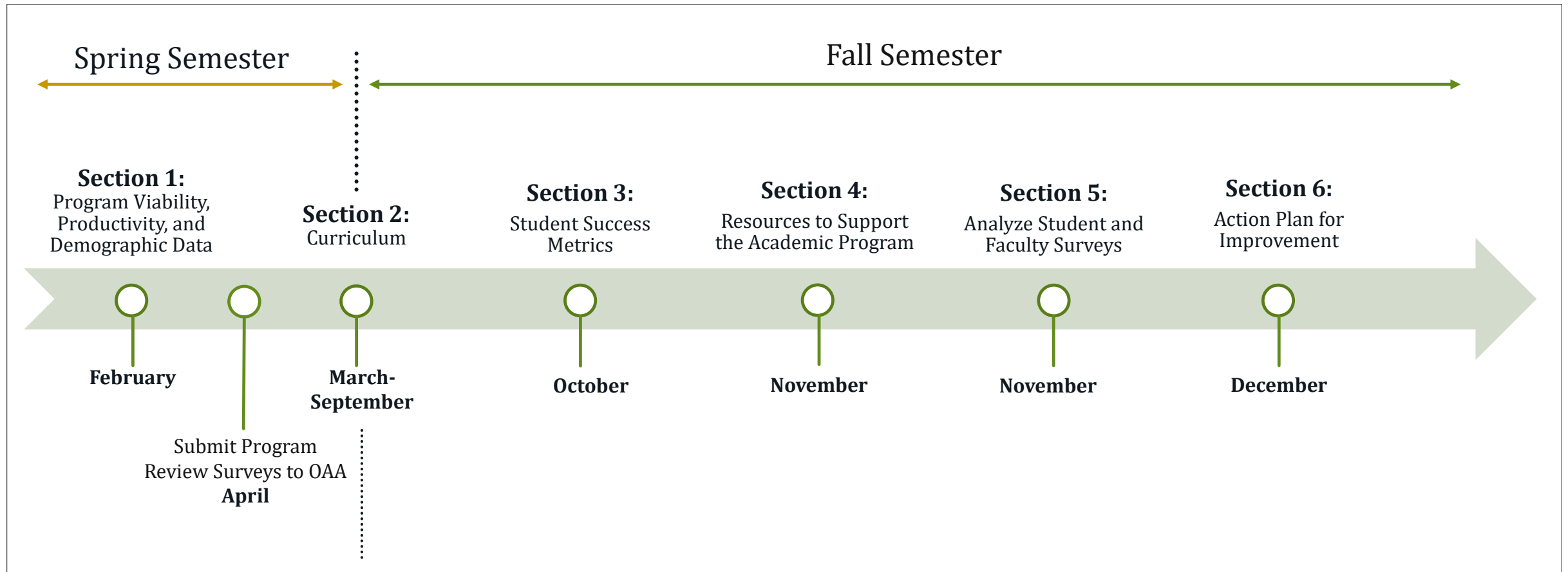


PROGRAM REVIEW TIMELINES

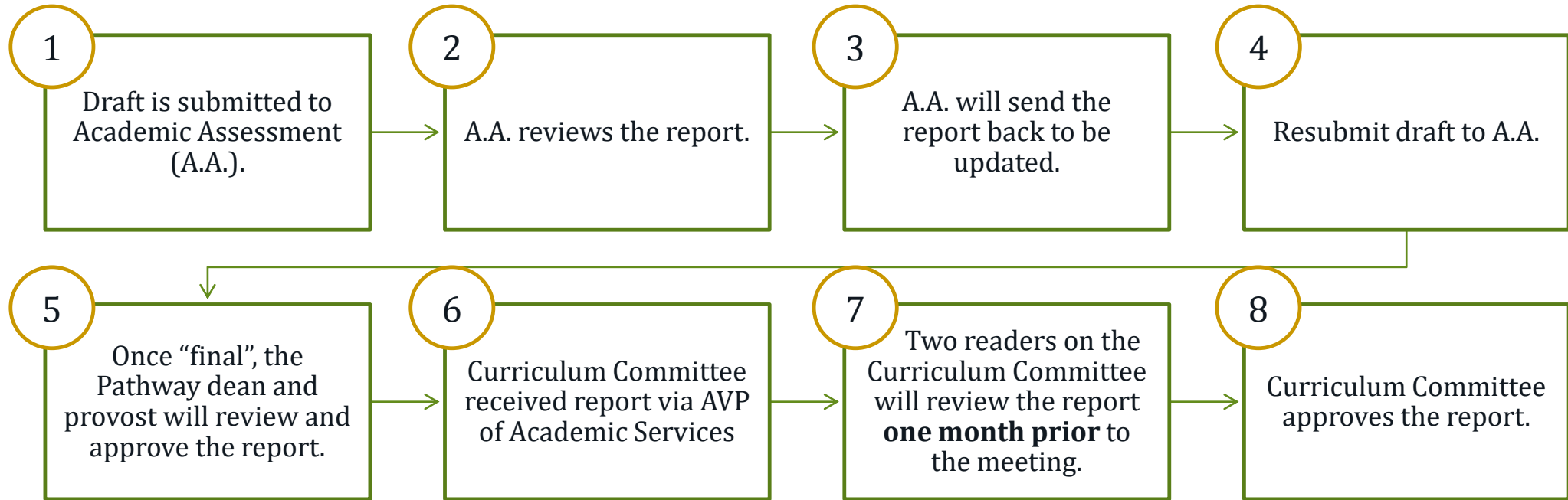
PROGRAM REVIEW TIMELINE – FALL KICKOFF



PROGRAM REVIEW TIMELINE - SPRING KICKOFF



APPROVAL PROCESS





FOLLOW-UPS

- After a program finishes its review report and it has been approved, it is not simply “put on the shelf”.
- The program will report on its progress related to the recommendations/suggestions made throughout the report and compiled in the Action Plan.

FOLLOW-UPS

- **First Action Plan Implementation Report:** due one year after Administrative Council approves the review.
- **Second Action Plan Implementation Report:** due six months to one year after the first implementation report.
- The Curriculum Committee may recommend additional implementation reports if the action plan has not been implemented satisfactorily.
- For all implementation reports, a response to each recommendation is required. *Responses to suggestions are strongly encouraged, but not required.*



ANNUAL DATA PUBLISHED BY THE OIR ***(THAT IS HELPFUL FOR PROGRAM REVIEW)***

1. Distribution of Program-Placed Students
2. Number of Graduates by Program and Specialization
3. Grade Distribution by Course (section collapsed)
4. Grade Distribution by Campus and Course
5. Success Rates by Discipline
6. Graduate Survey Summary

Data for Planning and Evaluation: <https://www.nvcc.edu/college-planning/data.html>

QUESTIONS?

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