Intro to Changes in Program Review for 
Department Coordinators and Lead Writers 
Workshop 

Welcome! 
Workshop on August 11, 2011 Presented by 
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Workshop Goals 
• Review the program review cycle and timeline 
• Describe the handbook and form to begin the program review process 
• Remove/reduce that ‘sinking feeling’ by providing potential model to standardize approach and where to get assistance 

Workshop Objectives: 
• Identify PRC – Who we are and why we are here 
• Locate the where to find assistance and resources 
• Know the role of the department coordinator, lead writer, and faculty in the review process 
• Know more about program review than you when you walked into the room! 

Agenda: 
1. Why Program Review Now? - Sean 
2. History of Program Review at FC – Ken 
3. How PR fits into the FC Planning Cycle - Sean 
4. The PR Process (nuts and bolts) – Ken 
5. Discussion / Questions regarding program review – all 
6. Survey
What is a program?

- A discipline is a group of courses that are related by some common characteristics or goals. The disciplines for each school are defined by the school dean and the discipline faculty in order to most effectively review the entire curriculum. A discipline may consist of more than one program.

- A program is an organized sequence of courses leading to a defined objective, a degree or certificate, and includes both career/technical and/or transfer objectives.
Program Review Objectives

- Provides planning information
- Directs internal resource allocation
- Ensures quality in program
- Provides an internal review process for evaluation by external sources
Program Review Will…

• Facilitate the self-study of each academic program’s effectiveness as it relates to institutional goals.

• Promote measurable enhancement in the quality of all academic programs.

• Provide evidence of program effectiveness and improvements by assessment of SLOs as they relate to program goals.

• Provide information-based recommendations for institutional goals.

• Note areas of program strength and acknowledge accomplishments.

• Note areas in need of improvement in a timely fashion.
Review Empowers…

- Department Faculty empowerment through active and ongoing participation (the self-study)
- Reviewer feedback promotes collaboration, dialogue, and collective analysis
- Active learning and discovery fostered by critical reflection process
- Data-driven action plans
Quantitative and Qualitative Assessments Require

- Multiple Methods and Measures are Employed to Assess Program Components and Outcomes
- Complementary Techniques
- Campus Dialogue
Quantitative Assessments
Qualitative Assessment

• Brings awareness of program implementation differences
• Provides in-depth understanding of student responses, interactions, and learning outcomes
• Part of a long-term strategy of formative evaluation
• Several qualitative assessments conducted: learning communities supplemental instruction impact of tutoring methodology such as guided-inquiry
Each program review report should be designed to give insight into three broad questions:

Where has the program been?
Where is it now?
Where should it go from here?
Another Way of Saying…

What have students learned in the program?

What will students learn in the program?

How can the program enhance student learning and the student experience?