



Century College Policy

3.10.0.1 Program Review Guidelines and Procedures

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I. PURPOSE

The term “program” is used broadly. In some instances, “program” is synonymous with “department”; e.g., associate degree nursing. In other instances, one “department” offers several “programs.” In the case of general education, several “departments” contribute to the “program.” The goals for review shall dictate the appropriate unit for review. In the procedures established below, one set of measures shall be designated for program review and another shall be designated for discipline/department review.

The primary intent of program review is continuous improvement, such as improving program efficiency (e.g., stewardship of college resources) and delivery of instruction. Program review provides various important opportunities to:

- gather information about a program;
- increase understanding of program quality and contribution;
- modify and update programs;
- support decision-making relative to program expansion and continuance; and
- plan for the future based on assessment of community needs
- gather accountability data as required at the federal, state, and system level.

Specifically, program review assists in completing important objectives:

- giving faculty and departments the consistent quantitative and qualitative data needed to assess and improve programs and instruction;
- allowing ongoing analysis of all programs’ efficiency and effectiveness;
- planning for meeting current and identified future needs of students and the College;
- analyzing program data in the context of the institution’s development, accreditation, and unique mission;
- establishing consistent and appropriate standards of review for application across Minnesota State Colleges and Universities programs; and
- meeting program reporting requirements established in board policy and in state statutes.

II. PRINCIPLES FOR PROGRAM REVIEW

- A. In accordance the Board policy, the primary authority for review and the responsibility for program modification remain at the institutional level. The state system shall provide support to assist in local decision-making: (a) monitoring program information available through the system computer data base, (b) identifying any programs that appear to need further review, (c) preparing required reports on the status of programs.
 - B. The initial timetable for review shall be at least every five years unless special conditions warrant further review.
 - C. Two “tiers” of review shall be employed: (a) the first is core information collected on all programs/departments; and (b) the second is a menu of options, at least some of which must be used in
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each review. Programs accredited by outside agencies shall be exempted, in the regular review by college procedures, from all but the core data indicators.

- D. Both quantitative and qualitative measures shall be used in evaluating programs.
- E. Data collection and analysis strategies shall meet the purposes of program review.
- F. Core indicator information will be available at the system or campus level and sufficient to meet reporting requirements.

III. CRITERIA FOR PROGRAM REVIEW

A. Tier 1--Required Program Data

Core data indicators shall provide fundamental data:

- generally understood as measuring efficiency;
- available at the system or campus level; and
- sufficient to meet reporting requirements.

Core Data Indicators: For items 1-6, data for the past three years shall be reviewed. For these items, an increase or a decrease of 10% or more shall initiate further review to determine the need for program adjustments. Data shall be compared to the data for similar programs at Century and at other colleges.

1. Enrollments: FYE and headcount in courses required in a program and the total number of credit hours generated in those courses by all individuals in the programs.
 2. Student/Faculty ratio for the entire program and for each course forming the career/occupational portion of the program.
 3. Graduate/Completer numbers and percentages. "Completer" may be defined by federal or state requirements.
 4. Ratio of full-time to part-time faculty in a program.
 5. Institutional Impact: Other FYE generated by all students enrolled in college courses outside program requirements, including both general college requirements and elective courses. (Gathering this data will depend upon system data-mining capability.)
 6. Related placement data: Number and percentage of students who transfer to a "higher level" related program or enter employment. (Data will be gathered on each class of completers within one year of completion.)
 7. Where appropriate, licensure exam pass rates.
 8. Distance to nearest like program.
 9. Student satisfaction surveys: Includes survey of current students, graduates, and early leavers.
- B. Tier 2--Additional Program Data. This menu of options offers some alternative information to support decision-making.
1. Additional Student Information:
 - a. Student demographic data--gender, race, age.
 - b. Student readiness--performance on college assessment exams for placement at entry.
 2. Additional Faculty Information:
 - a. Credentials of faculty.
 - b. Faculty Development opportunities or requirements and cost implications.
 3. Additional Information on Program Efficiency and Viability:
 - a. Curriculum Currency: Need for curriculum revision, outcomes (student academic and workplace performance).
 - b. Special needs in student retention and advising.
 - c. Program Costs: Costs of program maintenance--e.g., facilities and equipment, additional faculty.
 - d. Institutional Support required for the program--instructional services, student

- services, administrative support, etc.
- e. Articulation Data: e.g., available programs, matching program requirements, entrance requirements.
- 4. Additional Employer or Market Data:
 - a. Employer satisfaction surveys.
 - b. Labor demand--market analysis and update.
 - c. Information from relevant state or national organizations.
- 5. Additional program health criteria as defined by the college.

IV. CRITERIA FOR DISCIPLINE/DEPARTMENT REVIEW

Note that items #3, #6, and #7 in section III (A) above do not apply in the case of disciplines/departments

V. IMPLEMENTATION PROCEDURES

A. Steps for implementation on campus.

1. The Academic Affairs administration will be responsible for initiating all procedures related to program review.
2. Academic Affairs will provide program review data to the System Office as needed.
3. Academic Affairs will make program review data available to program directors, department chairs, and the MSCF grievance representative each year.

References:

Minnesota State Colleges and Universities Board Policy 3.10 Academic Program Improvement

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