Lane Community College

Program Reviews on Target Achieving Program Review Milestones

	Previous	Current	Trend	Target	Rating
On-time, on-task	93%	94%	↗	85%	**Emerging**
Self-evaluation	*na*	60.5%	*na*	85% at 3.0+	

Mission Fulfillment Indicator (MFI) 11 measures the percentage of Lane's programs that have completed the milestones identified for Program Review on the timeline projected for their five-year cycle. There are three types of program review at Lane Community College: Academic Program Review, Student Affairs Program Review, and Finance and Administration Program Review. Finance and Administration Program reviews began in 2012. Academic Program Reviews began in 2015. Student Affairs Program Reviews started in earnest in 2018.

Discussion

All program reviews follow a five-year cycle, are comprehensive, use data and evidence to identify areas for improvement and are connected to planning and resource allocation. All program reviewers, in consultation with Institutional Research, use data and evidence to identify areas for improvement, including key performance indicators. The essential steps for all program reviews include:
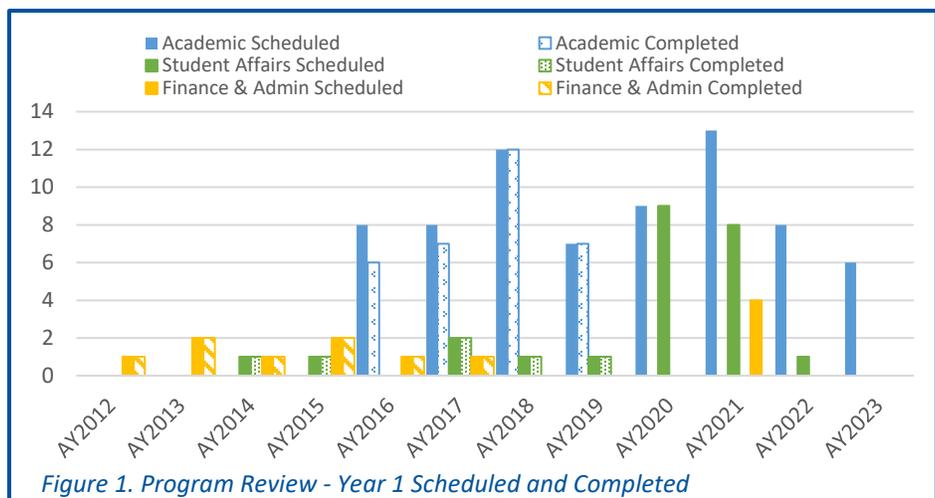
Figure 1. Program Review - Year 1 Scheduled and Completed

1. a collaborative research process;
2. composition of a rigorous self-study;
3. solicitation of feedback from students and/or an external source—other employees, peer reviewer(s), community member(s)— to assist with identification of key findings;
4. development of recommendations for implementation;
5. presentation of an implementation/action plan to administration.

All programs that had completed at least year one review were asked to reflect over the past academic year. 66% of the program leads responded to the survey. Of those that responded 60.5% rated their progress towards program review goals as exceptional or adequate.
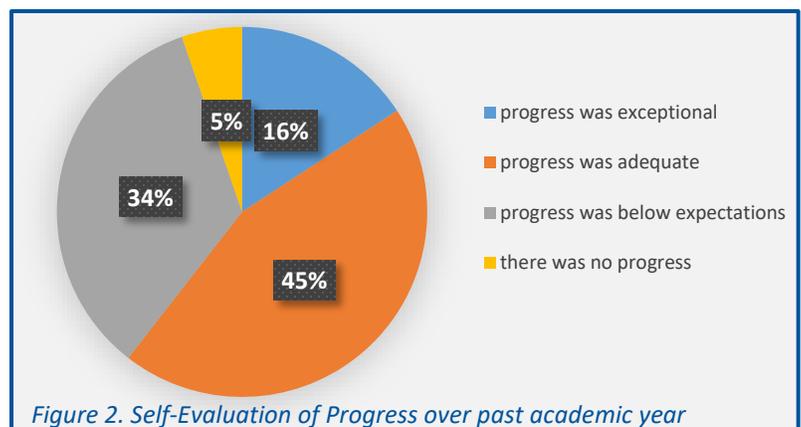
Figure 2. Self-Evaluation of Progress over past academic year

Deeper Data Dive

Academic Program Review

The APR process begins with programs crafting inquiry questions. In recent years there has been a trend toward questions focused on issues related to the student learning experience, student achievement, and issues of access and equity.

Figure 3. Academic Program Implementation Plan Focus Area/Themes
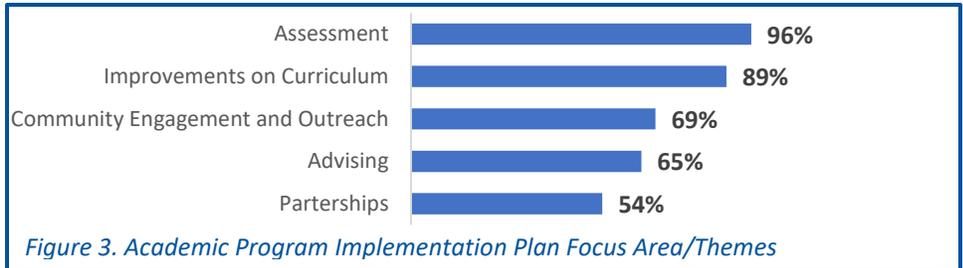
Finance and Administration Program Review

The FAPR Outline and Guide requires teams to describe the key performance indicators used to assess the quality and effectiveness of their program relative to its core purpose and the College mission. The strengths of the FAPR process are a willingness by departments and personnel to embrace continuous improvement, develop strategic plans, and implement improvements identified.

Figure 4. Finance and Administration Program Implementation Plan Focus Area/Themes

Student Affairs Program Review

The SAPR process utilizes the Center for the Advancement of Standards (CAS) in Higher Education framework to complete the reviews. Although most (20 of 23) of the programs are student support services based, there are a few that provide student support services and teach classes. These "hybrid" programs undertake a customized program review process that combines CAS Standards with other frameworks that include tools to assess student learning.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution's quality. Because universities and community colleges develop program review systems unique to their school's demographics, needs, and programs, comparator data, comparisons across institutions based on similar methodologies are not possible. In other words, it is not possible to provide an "apples to apples" comparison with peer institutions for MFI 11.

Lessons Learned & Next Steps

Lane's work toward developing sustainable systems for routine program review has provided many valuable learning opportunities that will inform the continued development of program review moving forward. First, Lane will work to increase consistency across the different kinds of program review related to: expectations for reporting, support structures, and oversight mechanisms. Second, the College will work to strengthen connection between strategic planning and program review and increase transparency around allocation of resources. Finally, developing clearer criteria for how programs in different areas of the College are defined and assessed as well as how different programs engage with institutional data will be a crucial part of increasing consistency and transparency in the program review and strategic planning processes. Together, these improvements will facilitate with tracking program review progress for the College as a whole and appropriately prioritizing resource requests.