

Academic Program Review News



APR: Improving the College One Program at a Time

Academic Program Review (APR) at Lane is a primary construct for academic inquiry, planning, and continuous quality improvement of the teaching and learning environment. The heart of APR is the self-study, organized around six inquiry questions developed by faculty, managers and administrators, and APROC, and supported by qualitative and quantitative data. Assessment planning is coordinated with the APR cycle, and the Assessment Team is helping programs develop and implement assessment plans. Data are analyzed and synthesized into a report shared with stakeholders and an external peer reviewer. The resulting recommendations lead to a collaborative plan for improvement that is connected to the college mission and key institutional priorities. These plans guide department planning, implementation, and resource allocation in 5-year cycles. When all programs across the college engage in program review it is expected that improvement at the program level will result in fulfillment of the college mission and goals and improved institutional effectiveness.

The process of APR is as important as the report itself. Faculty report renewed commitment to their program's future and a deepening understanding of how program missions connect to and support the college mission. APR's structured engagement among faculty, deans, ASA, Planning, and Institutional Research has improved data literacy and raised awareness about the impact of discipline-level inquiry and local action on institutional outcomes.

Faculty Talk about APR

Updating curriculum "... we used that master list of literally hundreds of competencies, well organized under areas of study, to craft them into outcomes. This served the purpose of determining... what our outcomes currently are. Of course the next step will be to bring together the faculty and ask... what should our outcomes look like going forward?" —**Tom Madison, Graphic Design**

The APR Process "... It is now very clear to me that Academic Program Review is a legitimate tool that we are using on this campus to push us into the future. I'm glad that I'm engaged in it." —**Michael Samano, Ethnic Studies**

Academic Program Review Announcements

Fri., May 17 in CML:

Program Review Commons Table at OER Symposium, 2:30-4 pm. Drop by, have a snack, learn more about APR. We support OER! Register for the whole-day OER conference for free.

Sept. 26 in CML:

Fall In-Service: Poster Session in CML Lobby. Talk with faculty about their plans for the future of their programs.

We're Recruiting

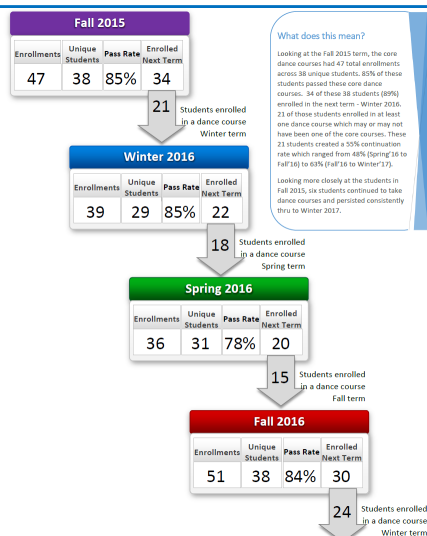
The Academic Program Review Oversight Committee (APROC) is a key driver and support structure for Lane's APR process. This faculty-led committee guides programs through the review process, offering support at each stage.

We are recruiting CT faculty and classified staff involved with career transitions, pathways, and access. For information, contact Anne McGrail mcgraila@lanec.edu.

Photo Credits: "Be Mighty" by Mary F. McGrail. "Erin Elder performs Balinese Legong Condong" (p. 4) Michael Brinkerhoff Photography.

Digging into Data: Knowing Our Students

65% of Lane's Program Review Committees from 2015-2019 have inquired into characteristics of the students they serve, e.g., student pathways, course-taking behavior, majors and how well they are progressing in and completing their programs. **Below:** Dance Program effects on retention and course capacity in Ethnic Studies .



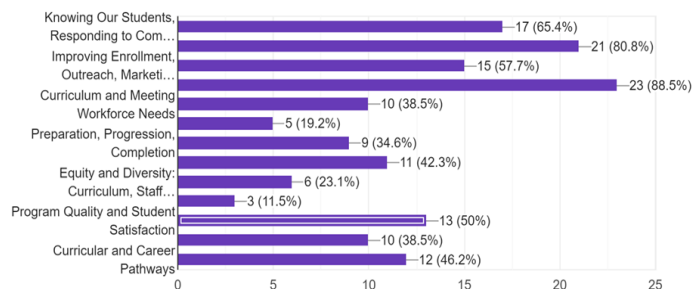
Course-Level Capacity 2012-2013 through 2016-2017 Data Sheet

Ethnic Studies 101	# of Sections	# of Students Enrolled	Maximum possible enrollment	Capacity Utilized %
2012-2013	5	189	175	108
2013-2014	2	67	67	100
2014-2015	5	166	173	96
2015-2016	6	192	208	92.3
2016-2017	6	188	200	94

From Inquiry Questions to Improvement Plans: Program Review Themes 2015-2018

Themes for APR 2015-19 Inquiry

26 responses



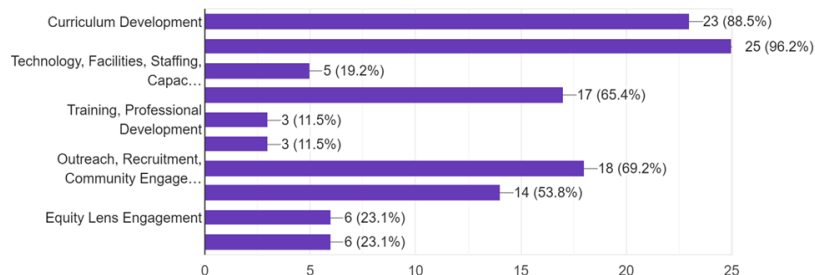
Program faculty and administrators identify critical issues unique to each program (see graph **left** for a snapshot of themes). Together, the picture emerging shows that challenges—and improvements—at the program level have impacts on institutional effectiveness as a whole. Self-study themes have included, for example, student course-taking patterns, advising, outreach, curricular alignment, assessment, equity and access, student satisfaction and student success.

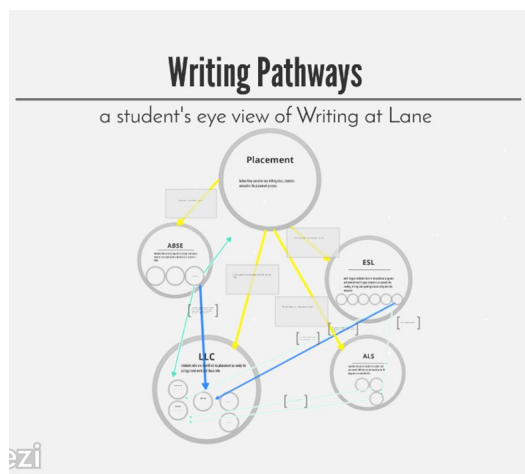
As you can see from the graph **right**, 89% of programs focused their improvements on curriculum, 96% on assessment, 65% on advising, and 69% on community engagement and outreach.

Key for lines 2, 4, 6, 8, and 10 of graph:
Assessment Plans: 25 (96%)
Advising: 17 (65%)
Online: 3 (11%)
Partnerships: 14 (54%)
Technology, Staffing, Facilities: 6 (23%)

Program Improvement Plan Themes

26 responses





Writing Pathways and Successful Progression

In 2017-18, the Writing Program worked with colleagues in ALS, ABSE, ESL and Placement/ Testing to look at the system of placement and progression from a student's perspective. The ATeam is supporting a Writing Assessment Project.

Reports from PRC Leads: Some APR Improvements and Outcomes

Student work is more research-driven and team-oriented. Students have greater contact with local professional community. We have close to 100% employment post-graduation. Our current problem is that we have more employer requests for candidates than we have students.

--Margaret Robertson, Drafting Program

Four math courses and three reading/writing courses mapped to CLOs. Course curriculum for math and reading/writing aligned to Oregon ABE Learning Standards.

--Julie Pfaff, ABSE

Completed assessment project for general chemistry with course-specific outcomes mapped to final exam questions. The workload portion of self-study was used to provide input to a workload review with the faculty union. A Chemical Hygiene Officer was hired, although not immediately. More training needed for Chemical Safety Plan.

--Brooke Taylor, Chemistry

Improved recruitment and retention with visits to 8 High School music programs; Worked with the Digital Media Center on promotional material for Admissions and improved outreach efforts. Offered Music Fundamentals "refresher" sessions to help future music majors successfully pass music theory placement test and place into Music core courses the following Fall.

--Matt Svoboda, Music

Revised course outcomes, mapped courses to CLOs, revised course descriptions, improved articulation with UO, created 7 online courses.

--Ellen Osterkamp, Art History

Continue competitive recruitment and enrollment and update curriculum and by planning Digital Arts courses. Technology/equipment include computers, 3D scanners, routers, projectors as part of a long-range plan for a digital arts classroom.

--JS Bird, 2D Art

Some New Courses 2018-19 (EES, GIS, Ethnic Studies)

Meteorology
National Parks Geology, Death Valley
Earth Revealed
Oceanography
New Asian American Studies and Regional Ethnic Studies Courses



APR Early Adopter

Physical Therapist Assistant (PTA)

The PTA Program was an early adopter of APR. Since 2016 PTA has improved its program through an iterative process. The program, coordinated by Christina Howard, achieved some Health Professions Department Planning Goals this year including: increasing enrollment and access 30% from 2016-17 with a new 1.0 FTE faculty. The program sustained its program outcomes, improved student retention, maintained high exam pass rates, sustained a 100% graduate employment rate, and optimized faculty-to-student ratios.

New faculty resulted in improved collaboration in curricular and student learning assessment and coherency, and improved staffing resiliency. With funding support from the Assessment Team, PTA completed a course-level rubric project that integrates Lane's Core Learning Outcomes (CLOs) into learning assessment in PTA 101L.

The program has initiated a curriculum map, and developed a new course (PTA 206) that helps prepare students for a successful clinical placement. PTA has also tried to improve access and equity in admissions; it is engaging with institutional efforts such as an Equity Lens to improve access to pathways in health careers.

Pictures—and Posters—Worth 1000 Words at Fall In-Service

Lane has a new tradition for sharing program review findings: the Poster Session at Fall In-Service. Faculty are using their own graphic design skills—and recently Tom Madison's and the Design and Media Center's help—to produce colorful and impactful posters. Be sure to stop by the Poster Session in the CML at Fall In-Service and meet the 2018-19 APR Cohort.

Meet this year's APR Cohort

Tutoring: PRC Lead Liz Coleman

Human Services: PRC Lead Susan Shipp

Philosophy: PRC Lead Jeff Borrowdale

Political Science: PRC Lead Clint Smith

Nursing: PRC Lead Jack Jessop

Multimedia Design: PRC Lead Mel Stark

Mathematics: Dev/CT: PRC Lead Wendy Lightheart

Education: PRC Lead Kanoe Bunney

Meet the 2019-20 APR Cohort (Beginning this Spring)

Anatomy and Physiology: PRC Lead Jeanne McLaughlin

Biology: PRC Lead Susie Holmes

Dental Assisting: PRC Lead Leslie Greer

Energy Management: PRC Lead Roger Ebbage

ESL—Community: PRC Lead Colleen Shields

ESL—Intensive: PRC Leads Cybele Higgins and Tracy Henninger

Health Education: PRC Lead Susie Cousar

Health Information Management: PRC Lead Shelley Williams

History: PRC Lead Joe Escobar

Mathematics—Transfer: PRC Lead Steve Selph

Physical Education: PRC Lead Grady O'Connor

Spanish and French: PRC Leads Rachel Knighten and Karin Almquist

Academic Program Review Oversight Committee

Shannon Ball, English as a Second Language faculty

Dennis Gilbert, Physics faculty, APROC Leadership Team

Sharon Hagan, Dental Hygiene faculty coordinator

Christina Howard, Physical Therapist Assistant faculty coordinator

Rachel Knighten, Spanish faculty coordinator

Anne McGrail, Writing and Literature faculty, APROC Chair 2015-19

Tammy Salman, Student Learning Assessment, Curriculum Development coordinator

Jen Steele, Ex-Officio, Liaison to Administration, AVP Planning & Institutional Effectiveness

Kate Sullivan, Writing and Literature faculty, APROC Coach and Leadership Team

Mai Mathers, APR Administrative Coordinator

Cathy Thomas, Institutional Researcher

Below: Highlights from APR Posters by Bonnie Simoa (Dance), Brian Haimbach (Theater), and Caoimhin O'Fearghail (Criminal Justice)

