Program Review Milestone Attainment

Program Type	2019	2022	Trend	Target	Rating
Academic	93%	69%	↓	85%	Emerging
Administrative	60%	57%	↓	85%	

Mission Fulfillment Indicator (MFI) 9 measures the percentage of program reviews that are on target as compared to program review milestones. There are two types of program review at Lane Community College: Academic Program Review and Administrative Program Review. Administrative and Academic Program Reviews follow an agreed-upon set of milestones including submission of stakeholder feedback and/or external peer review report and the self-study report in year 1. At the beginning of year 2 submission of an implementation/action plan and feedback from and/or meeting with relevant administrators is expected. Update reports during year 2 and subsequent years are the final milestones. Completing these tasks on time equates to successful completion of the milestone.

Discussion

To date, 49 out of LCC's 72 academic programs (69%) have initiated their self-study. Of these 49 programs, 45 (92%) have met benchmarks and are on time/on task. Of the four program that have not remained on time/on task, two will start the self-study process over; one program has managed to complete the self-study and planning stages; and the fourth program is in process to complete the self-study in 2022-23. The evaluation of the two pandemic cohorts–those onboarded in 2019-20 and 2020-21–as being on task/on time have been somewhat liberal. Of the 14 programs within these two cohort years, 11 have completed their self-study year; three additional programs are in process and slated to finish in 2022-23. A fourth program is also in process due to joining a self-study cohort midway through the year. An additional three new programs will start the self-study process 2022-23. Assuming all programs continue to meet benchmarks, 54 out of 71 programs (76%) will have completed the self-study phase by spring 2023, for an overall completion rate of 96%.

In early 2022, the program review process for service and administrative programs was overhauled. The Student Affairs and Finance and Administration reviews were combined into one four-year cycle called the Administrative Program Review. The newly designed Administrative Program Review process includes a robust set of resources and supports. These improvements increased consistency across administrative units in terms of reporting, support, and oversight. This process is well aligned with the Academic Program Review process. In 2022, the organizational structure and management were updated to bring administrative and academic program reviews under the same manager. Below is a snapshot of the Administrative Programs under review.

Total Number of Programs	Number of Programs Previously Completed a Cycle	Number of Programs in Year 1 of Cycle	Number of Programs Never Reviewed	Status of Programs in Year 1 of Review Cycle		
				On-time/ on- task	In Progress	Stalled
37	13	21	9	8	8	5

**"Hybrid" programs, included in this data, provide student support services and provide instruction.

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 this MFI.

Lessons Learned & Next Steps

Although there is broad agreement that engaging in program review is a useful and important activity, there remain significant challenges
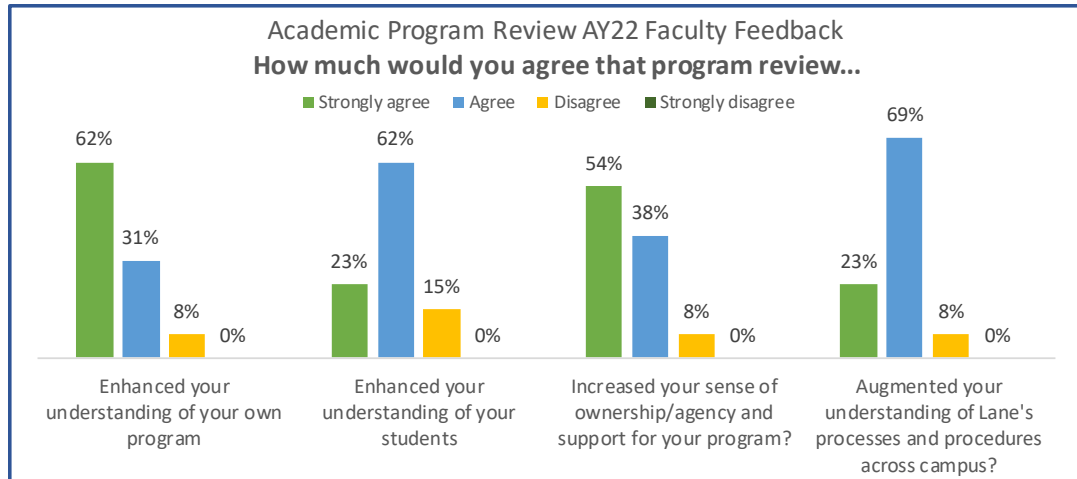

Figure 1: Faculty Survey Results

in achieving sustainability. Survey results of academic programs that have participated in program review identified the following issues: 1) a number of faculty need substantial writing support; 2) producing a baseline overview of a program in the initial self-study requires significant investments of time and labor; 3) undertaking a self-study within under-resourced programs remains a barrier to completion; 4) a broadly collaborative APR process has not been institutionalized; and 5) accessing pertinent data about the program and the college is a challenge. Two interrelated factors contribute to these challenges: first, the vast majority of programs on campus do not have faculty with attendant time in order to coordinate/administer programs, which limits their capacity to invest in the program review process over the entire cycle. Second, although faculty bring disciplinary expertise, they may not have facility with data. As a result, faculty leads for program review are asked to synthesize and respond to a vast amount of information/data that they may not have had access to before and/or may not have known were key indicators of program effectiveness. Furthermore, the under-resourcing of Lane's Institutional Research Department has meant that programs often have to wait to consult about data needs due to the unsustainable workload being handled by LCC's sole Institutional Researcher.

A key challenge for Administrative programs in review continues to be process completion. Capacity issues are still the biggest challenge, particularly as the College has rolled out a number of new initiatives and software implementations have taken up considerable time (e.g. Target X, EAB). The COVID-19 pandemic has been a factor and the lack of prioritization of program review at the institutional level has also contributed significantly. Although the structures, systems, and support for year one of the program review process have been well developed, years 2-4 of the process need refined. Historically, completed self-study reports were reviewed by a committee who would then share information with relevant administrators for decision-making. Over time, that committee disbanded and has not been replaced. The college needs to determine how to move forward in this regard.