

Program Review Milestone Attainment

Program Type	2022	2023	Trend	Goal	MFI Rating
Academic (n=72)	69%	74%	↑	85%	
Administrative (n=35)	57%	77%	↑	85%	

Mission Fulfillment Indicator (MFI) 9 measures the percentage of program reviews that are on in attainment of program review milestones. There are two types of program review at Lane Community College: Academic Program Review and Administrative Program Review. Submission of a self-study report in year 1 is the first milestone; Academic Program Reviews also require an external peer review report and/or stakeholder feedback as part of the self-study process. At the beginning of year 2, an implementation/action plan is submitted, representing the second milestone; Academic Program Reviews also include feedback from and/or consultation with relevant administrators at this stage of the process. Written updates during year 2 and subsequent years are the final milestones.

Discussion

As of AY 2023/24, 53 of 72 Academic Programs¹ (73.6%) have completed the self-study phase; by 2026/27, all 71 programs will have completed this phase, and 25 programs will have entered a second cycle. To date, well over 300 PT/FT faculty have participated directly in this process, and faculty data literacy has improved significantly.

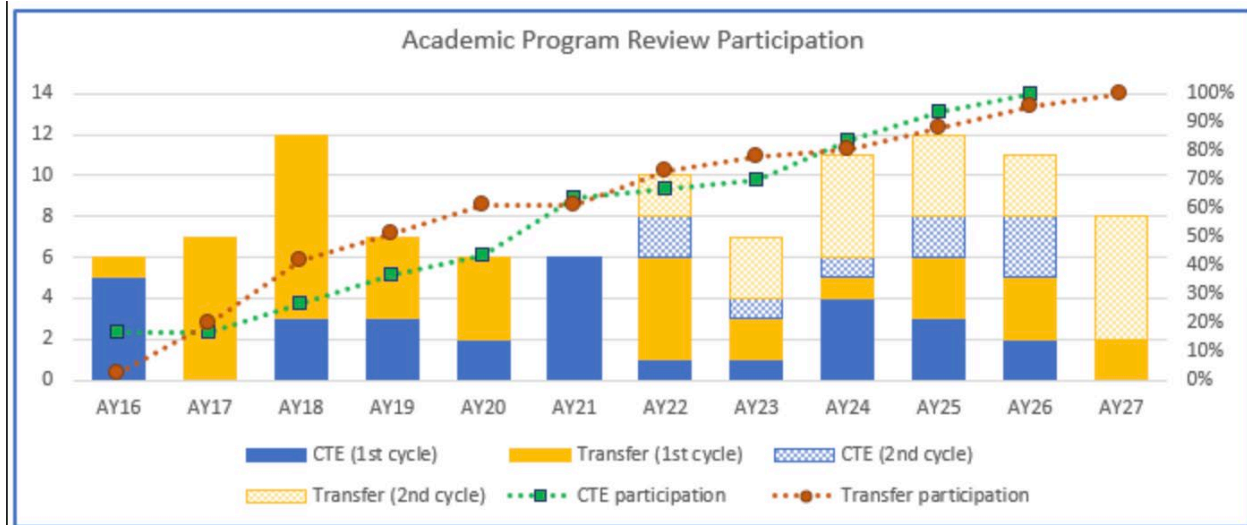


Figure 1: Academic Program Review Participation

Of the programs in the first cycle of APR, 53 out of 59, or 90%, are on time, on task², and one is in process and expected to finish Fall of 2023; four programs have or will start over. Of those in the second cycle, seven programs (87%) are on time, on task, and the eighth is still in process and expected to finish fall 2023. Thus, of the programs that have undertaken APR in either a first or second cycle, 60 out of 66 (92%) are on time, on task.

¹ The number of programs undertaking program review is not static; as new programs are developed or others retired, the number has shifted. Additionally, some hybrid programs such as tutoring will shift to Administrative Program Review.

² "On time, on task," is the metric that we are now using as a Mission Fulfillment Indicator. For APR, the two benchmarks are completion of the self-study report and a peer review visit in year one, and a list of recommendations with an action plan during year two.

The past year has offered somewhat greater stability, and APROC has been able to take stock, catch up on projects that had been delayed, and develop a number of systems to: 1) support program faculty engaged in the self-study and action-plan stages of the APR cycle; 2) communicate aggregate findings that have emerged from inquiry questions, program recommendations, and various information-gathering activities hosted by APROC; and 3) share data with requisite stakeholders in order to better integrate program recommendations and requests into the College’s decision-making and resource allocation processes.

Of the 35 administrative programs, 16 (46%) have completed a self-study report previously and another 11 (31%) are very likely to do so soon. This is a significant improvement. There are 12 (34%) programs actively engaged, of the programs in process there are 2 (6%) that are behind schedule. The start date has been flexible, and must be more rigorous to meet accreditation standards. Significant progress has been made, but challenges include lack of familiarity with assessment of student development, capacity, support and

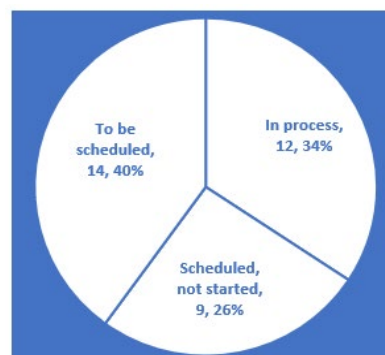


Figure 3: Administrative Program Review Status

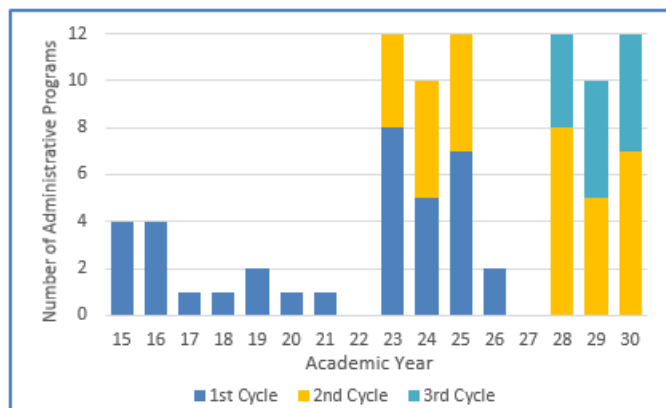


Figure 2. Administrative Program Review Timeline

resourcing along with uncertainty about how reports influence planning, insufficient feedback to teams and institution-level prioritization. Consequential changes include intensive coaching support, and availability of the Environmental Scan Report, all of which made considerable impacts on report completion.

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

In order to improve program review processes, next steps in developing LCC’s program review processes should include: prioritizing and incentivizing the work, maintaining a more rigorous start date, systematizing data use, linking reviews with planning, providing assessment support, and developing formal feedback procedures. The Administrative Program Review process is working to increase students’ role in reviews and will soon join Academic Program Review in providing a regular process for teams to create and update action plans.