Intro to the Program Review Process at Lane

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History

In 2011, the College VP commissioned a cohort of College operations units to begin development of a program review process and structure for Lane. The cohort began developing a program review process by researching external program review structures, national best practices in strategic planning and performance measurement, as well as internal planning and review processes. The team developed a template, tools and processes for department directors to use with teams during the program review.

Members from this first year cohort served as peer mentors to department directors beginning the process in 2011/12. The first program review completed was the Specialized Support Services Department. All College operations areas completed a review by the end of 2014. Departments were then tasked with providing annual updates on strategic initiatives, key performance indicators, with a complete review conducted each three years on a rotating basis amongst departments.

Faculty and Administration then collaboratively formed the Academic Program Review Oversight Committee (APROC) to develop the academic program review process. In 2015/16, the first academic program reviews started. In 2018, Student Affairs units began the program review process in earnest.

Prompted by stakeholder feedback, a subcommittee of the Institutional Effectiveness Commission convened, in spring 2021, to determine how to streamline and improve the non-instructional program review process. The majority of recommendations that emerged will move forward. Further information is provided below.

The commonalities and differences between instructional and non-instructional review processes are covered below.

About Program Review at Lane

Program review is a continuous-improvement cycle. It is structured as a self-study to evaluate and enhance the quality, currency and effectiveness of programs and services. The process provides the opportunity for thoughtful reflection, inquiry, goal setting, assessment and strategic planning. As of December 2021, there were a total of 104 programs in some phase of the review cycle.

Generally, there are two main types of program reviews – instructional and non-instructional. (Hybrid programs provide support services and teach students, but are not solely academic.)

Program Review Outcomes

The objective of all program reviews, set in 2011, is to engage faculty, staff, managers, students and peer reviewers in:

- Assessing quality, effectiveness, and alignment with Lane's mission
- Building shared vision
- Meeting the needs of our students, college and community
- Identifying and understanding benchmarks and key performance indicators
- Understanding our operating environments, strengths, strategic issues and opportunities
- Developing strategies, goals and objectives for the future
- Evaluating and recognizing progress toward goals

Reviews must meet the Board of Education Policy 035, including alignment with the College mission, support of student achievement, and using the results of reviews to improve (see sidebar at right).

All reviews include a comprehensive self study, use data and evidence to identify areas for improvement, and are connected to planning and resource allocation.

The milestones are:

- A collaborative research process culminating in a rigorous self-study report
- Internal and external stakeholder feedback and/or external peer review
- Development of recommendations to improve
- Presentation of an implementation/action plan to administration
- An administration response
- Implementation of recommendations
- Regular updates to administration
- Reflection on and use of results

Program review teams, in consultation with Institutional Research (IR), use data and evidence to identify areas for improvement, including key quality and performance indicators. The length of the cycle varies based on the type of review undertaken.

Academic program reviews must also meet the Board of Education Policy 035 requirements, including undertake a review to assess and enhance program effectiveness, be outcomes-based, data-driven, and implemented by the program itself. The program review will evaluate:

- Whether educational or service objectives are consistent with the college's mission or purpose
- The achievement of students in relation to the intended educational outcomes identified
- The extent to which the college regularly uses the results of program or service review for improvement of its programs and services

Additional Information by Program Review Type

Instructional Reviews

Academic programs reviews are led by faculty, overseen by APROC and managed by the Provost and Dean of Assessment and Curriculum. Academic program reviews follow a specialized[1] cycle. The framework followed was developed by faculty and APROC. Documents and administrative responses flow through the Provost's Office. For more information see the program review website.

Non-Instructional Reviews

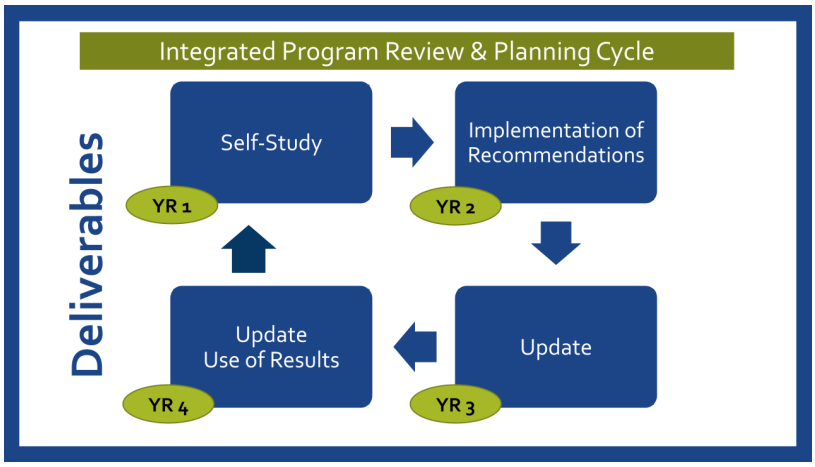
Historical Context

From 2011 through 2021 the non-instructional programs were categorized by their placement in the organization chart. This led to different processes for Student Affairs and Finance and Operations. For historical information please refer to this document.

Stakeholders[2] involved in or impacted by non-instructional program review provided feedback on ways to streamline and improve the process. One recommendation was to create a process that would work equally well for Student Affairs and Finance and Operations. Other recommendations included creating a self-study report template, streamline the process as much as possible, increase communication, etc. (see the full list: recommendations). The majority of recommendations will move forward.

An Overview of the Non-Instructional Review Process

Non-instructional program reviews are led by classified staff and/or faculty with assistance from managers and overseen by Planning and Institutional Effectiveness. These reviews follow a four-year cycle, depicted at right.



Year one begins with a study of the program by program personnel who draft a report with feedback from external

[1] In 2020/21 APR moved to a 6-year "inquiry" cycle for academic programs, and a 2-year cycle for Career Technical Education programs, which tend to see more frequent curriculum changes and responses to labor markets

[2] Prompted by stakeholder feedback, a subcommittee of the Institutional Effectiveness Commission convened, in spring 2021 to determine how to improve the process.

stakeholders. Year one concludes by listing recommendations for improvement.

In year two, teams work with their managers to create an action plan. The self-study report, stakeholder recommendations and action plan are shared with administration. Program review teams, managers and administration collaboratively develop a signed agreement about which recommendations move forward. After this step, the documents move into the College planning and resource allocation process.

The remainder of the cycle is focused on implementing the recommendations. Annual updates are submitted during years 2-4. In year 4, teams reflect on the impact and effectiveness of the changes implemented. Then the cycle begins anew.

Self-Study Report

The self-study report is completed using a template or framework. In December 2021 a new template was developed.

If programs wish to adhere to additional industry standards and thus use an alternative template they have the flexibility to do so by working with their coach. (Samples standards include: the Council for the Advancement of Standards in Higher Education, Online Learning Consortium Scorecard, Association on Higher Education and Disability.)

Commonalities & Differences in Reviews

Non-instructional and instructional program reviews are very similar. Commonalities include:

- Structure and steps of the cyclical process
- Milestones and outcomes
- Use of data to guide improvements
- Basic workflow with administrative feedback

The main difference is the content of the self-study reports shown in the table below. The contents of the table are not chronological, but listed so that alignment is apparent.

Table 1: Contents of Self Study Report for Non-Instructional and Instructional Program Reviews

Non-Instructional	Instructional
Executive summary	Executive summary
Progress on Previous Program Outcomes (Goals and/or Recommendations)	

Non-Instructional	Instructional
Align with College mission Program Purpose Alignment with the Strategic Plan Goals	Align with College mission Core purpose Program description
Environmental scan	Environmental scan
Assess student/client access, learning, development, and success	Enrollment process/student path
Programmatic Assessment • Key quality and effectiveness indicators • Equity Lens/Access, equity, diversity & inclusion • Mission Fulfillment Indicators	Key quality & effectiveness indicators (KPIs) Course accessibility covered in Enrollment process/student path
SOAR Analysis	Program reflection & assessment Self-study questions SWOT Analysis
Other Program Considerations • Human resources personnel and professional development needed • Collaboration and communication • Compliance, ethics, law and policy • Risk, technology and renovations • Facilities and infrastructure	Covered in program description, KPIs, program reflection & assessment
Financials	
Peer reviewer and/or external feedback comments & recommendations	Peer reviewer comments & recommendations
Action plan	Implementation plan
Reflection and Conclusion	Key findings & opportunities
Template	Program Review template APR website