



Program Review Manual 2008-2009

<http://www.oakton.edu/resource/oir/progreview.pdf>

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Who's up this year?

Instructional Programs

Accounting

Financial Services

Graphic Design, Animation & Multimedia

Great Books

Honors

Mechanical Design

Medical Laboratory Technology

Phlebotomy

Aseptic Pharmaceutical Preparation

Science

Academic Support Services

Learning Center

Other

Business Services (Purchasing & Food Service)

Public Safety

Facilities Utilization



Principles of **Program Review**

- 1. Ensure we continue high quality.**
- 2. Safe climate.**
- 3. Process is more important than product.**
- 4. All college segments participate.**
- 5. Broad involvement at all levels.**

more...



- 6. Incorporate feedback and response.**
- 7. Complement and support other self-studies.**
- 8. Institution-level perspective via Institutional Program Review Committee.**

IPR Committee

Faculty from: Faculty Senate;

Counseling or Library; Science &
Health Careers; Mathematics &
Technology; Languages, Humanities &
the Arts; Social Science & Business

Academic Affairs

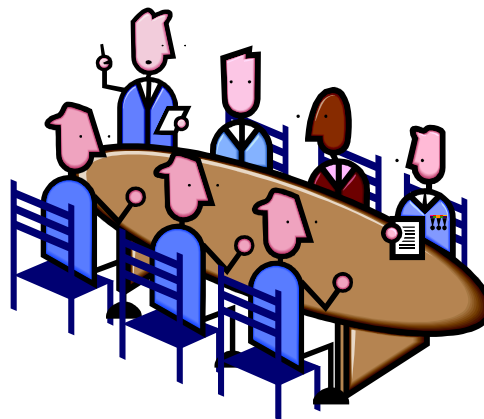
Continuing Ed.

Student Affairs

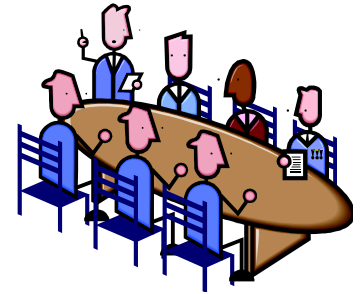
Business & Finance / IT

Classified Staff (3 members)

Office of Research



IPR Committee 2007-08



Senate

Counselor

Science & Health

Math & Tech

Lang, Hum & Arts

Soc Sci & Business

Academic Affairs

Student Affairs

Cont Ed.

Business & Fin/IT

Classified Staff

President's Office

Office of Research

(ex officio)

Margaret Gas

Jan Thompson-Wilda

Laura Thelen

Pam Hegg

Jelena Bankovic

Mary-Pat Martin

Nancy Prendergast

Cheryl Warmann

Donna Keene

Doreen Schwartz

Danielle Cargo, Maria

Haske, Linda Sutherland

[Trudy Bers]

Trudy Bers

Jim Holderfield

IPR Uses Teams

Committee members break into teams. Each team (5-6 people) has special responsibility for a subset of reports. *All Committee members read, discuss and comment on all reports.* Feedback comes from entire IPRC!



Teams

Programs/Depts

Graphic Design, Animation & Multimedia, Great Books, Honors, Business Services (Food Service & Purchasing)

Financial Services, Mechanical Design/CAD, Medical Lab Tech (including Phlebotomy & Aseptic Pharmaceutical Prep)

Accounting, Science, Learning Center, Facilities Utilization

Teams

Margaret Gas, Pam Hegg, Nancy Prendergas, Danielle Cargo

Trudy Bers, Maria Haske, Donna Keene, Mary-Pat Martin, Laura Thelen

Jelena Bankovic, Jim Holderfield, Doreen Schwartz, Linda Sutherland, Jan Thompson-Wilda, Cheryl Warmann



Feedback.....

**IPR Committee feedback
comes to the
department/unit via:**

- 1. Written memo**
- 2. In-person meeting with
IPR Committee member**



The Report

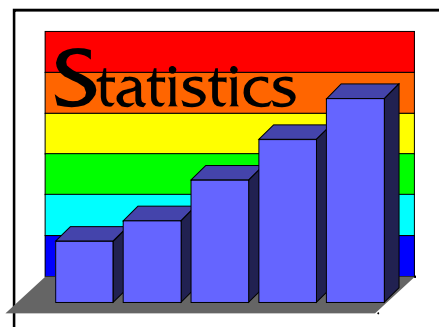
- **Cover**
- **Introduction: program description ... process of the review ... changes**
- **Need: for the program/service ... how fits into mission**
- **Cost**
- **Quality (including assessment)**
- **Learning & recommendations**
- **Exhibits**



About Data & Information

Data = direct results of observation or measurements; raw facts

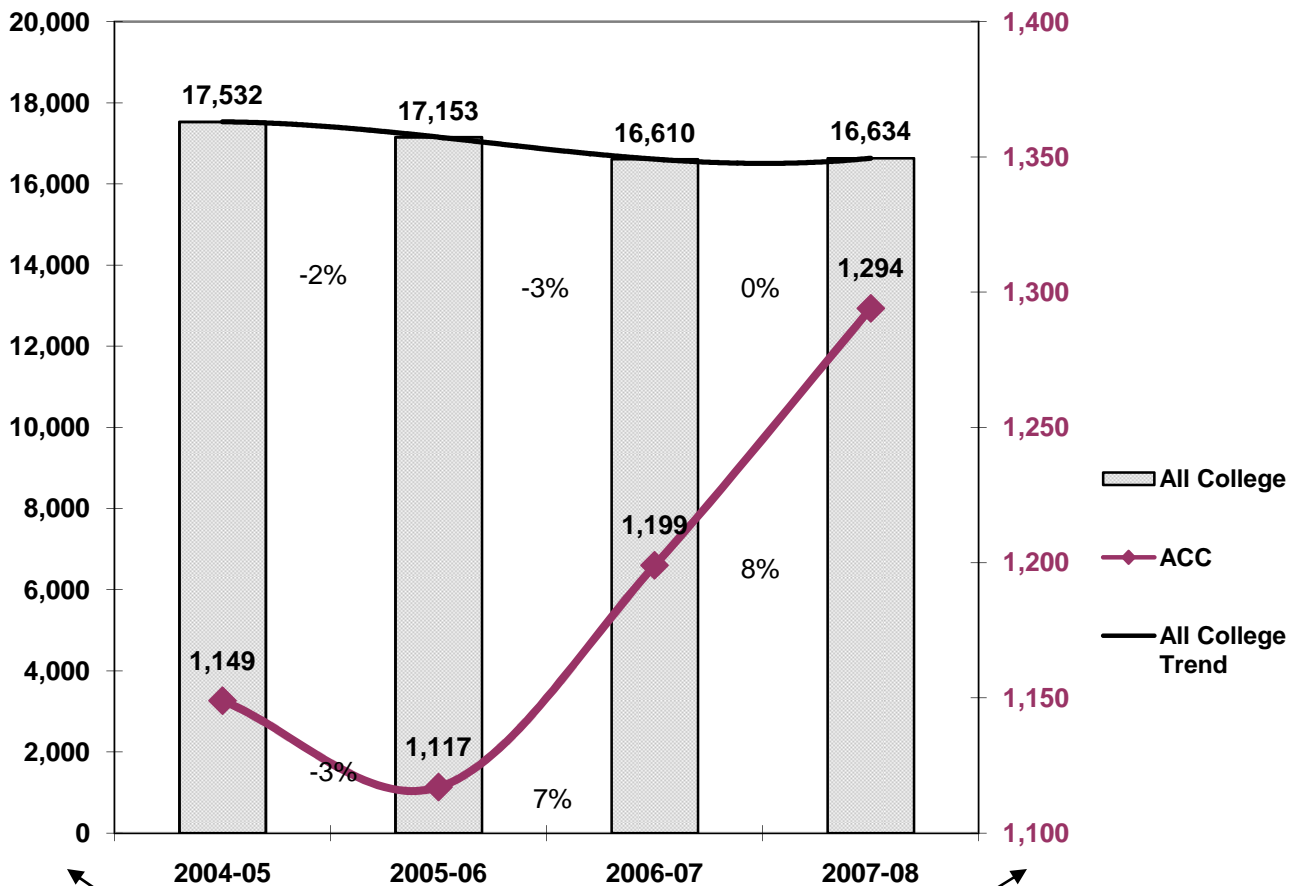
Information = data that have been selected, combined and put into format that conveys some useful knowledge upon which to base action



Enrollment Count #1

Accounting

Number of Students Taking One or More Courses by Year (Unduplicated HC)

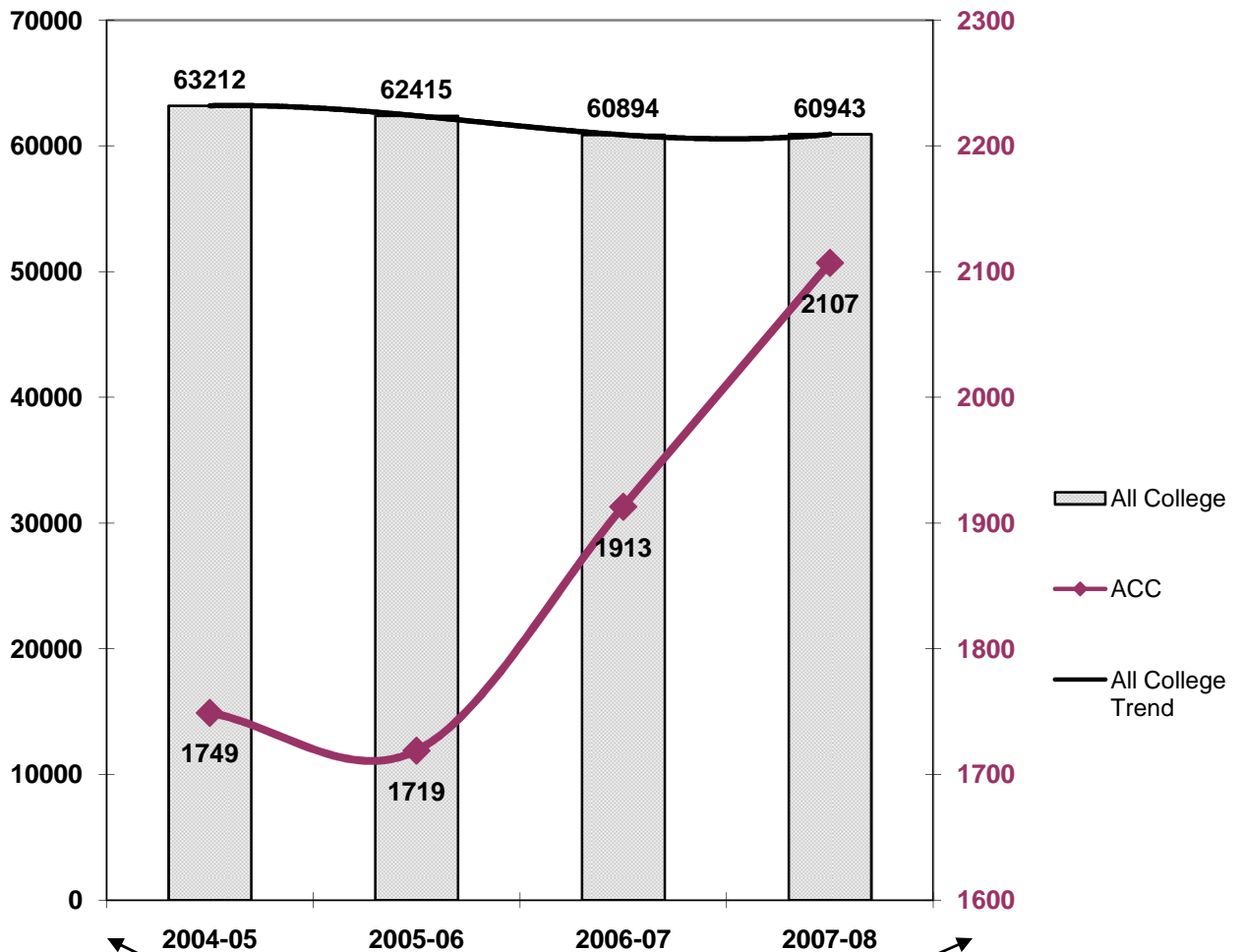


*Note two
different
scales*

Enrollment Count #2

Accounting

Course Enrollments by Year (Duplicated HC)



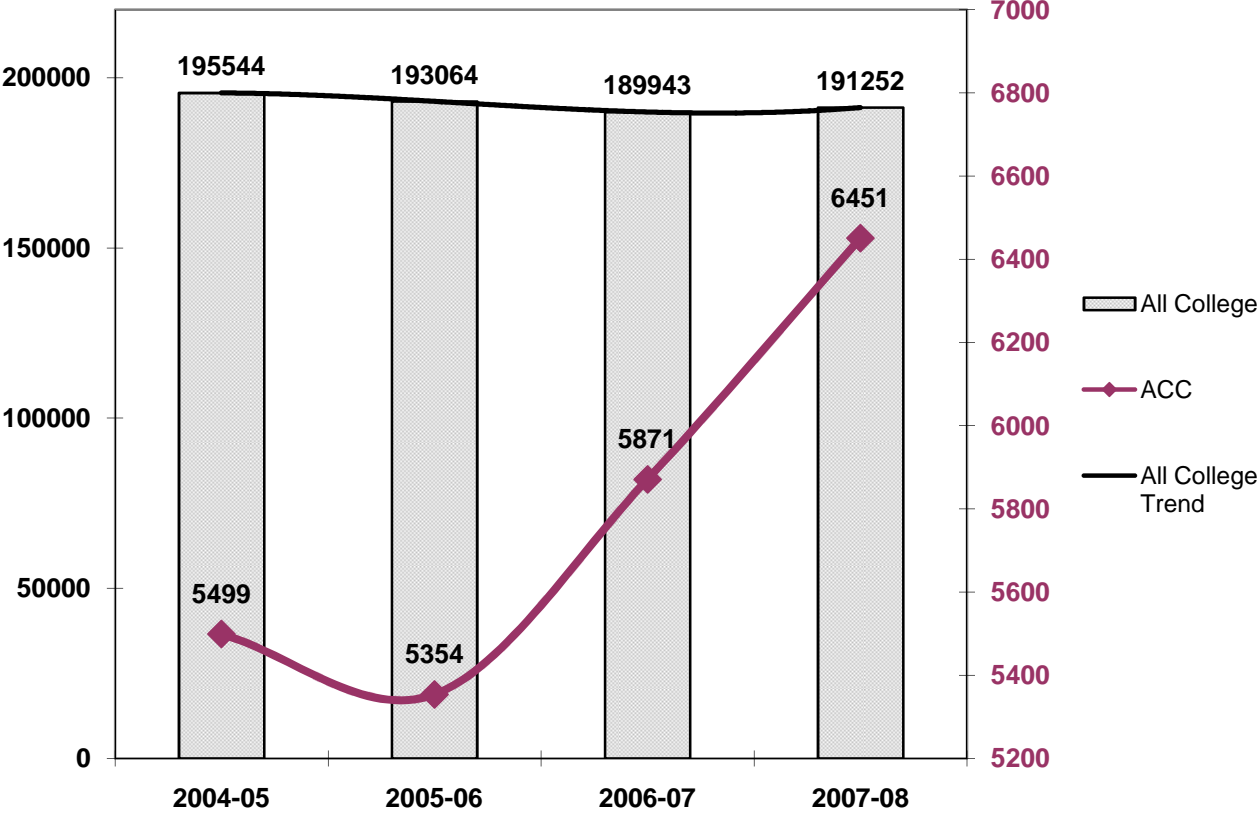
*Note two
different
scales*

Enrollment Count #3

Accounting

Credit Hours by Year

(Duplicated HC)



*Note two
different
scales*

About Financial Data



**\$ Instructional programs -
- we'll supply you with
revenue and cost data.**

**\$ Non-instructional
programs -- basic data
are from your budget,
including grants.**

About quality

- ➔ **Support assertions with evidence**
- ➔ **Note strengths & weaknesses**
- ➔ **Present data on assessment of student learning (where appropriate) – includes what was done, findings, and use made of findings**
- ➔ **ICCB and IBHE are asking for more information about assessment!**

More about quality

Departments are now required to visit similar departments at two peer institutions and include observations and what they've learned from peers.



About learning and recommendations

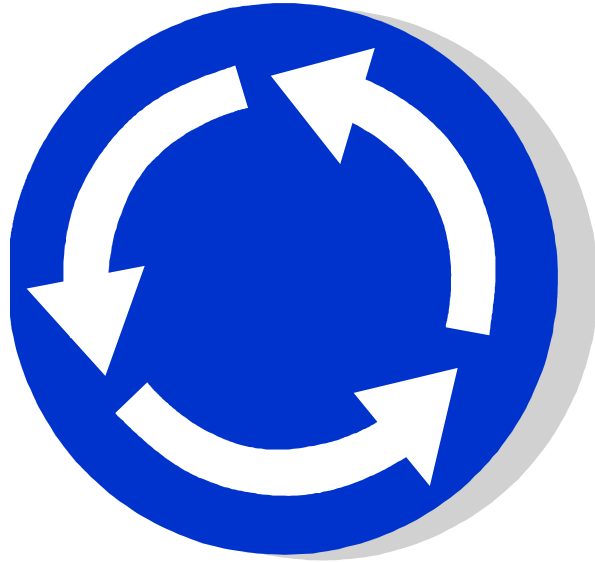
- ➔ **What's been learned as a result of program review [and other processes]**
- ➔ **What's planned as a result**



About Exhibits

- **The program review report should be a self-contained document that does not require Exhibits.**
- **Exhibits provide illustrations or detail; key points must be in the report itself.**
- **Limit the number and length of Exhibits to just what is necessary; go green!**

Closing the Loop



Meetings with vice presidents to discuss learning, recommendations and next steps.

Timetable



Sept... info meeting

→ Oct 15 ... outline due

Oct 15-Nov 1 ... IPRC reviews draft

Nov-Feb ... prepare draft report

→ Feb 1 ... draft due

New date

Feb 1-20... IPRC reviews draft

Feb 1 – March 31... revise reports

→ April 1 ... final report due

New date

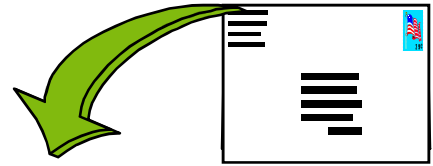
April 1-April 24 ... IPRC reviews report

June–July ... Meetings with vice presidents

June 15 ... IPRC sends summary report of its work to President's Council, Senate, & Classified Staff

July ... ICCB/IBHE reports prepared





What Goes to Springfield?

A summary of program reviews, using a new state-mandated format:

- What action are we taking with program (e.g., continue with improvements, significantly modify, discontinue, review again).**
- Brief description of improvements made or the reasons for other program decisions.**
- Assessment methods used to assure quality.**

Office of Research prepares report for ICCB, consulting with those who did program reviews.





However...we must have complete reviews available should ICCB or IBHE staff want to see them.

**Don't confuse
content and format...**

**Worry less about section in
which to place information
and more about whether
information is there at all.**

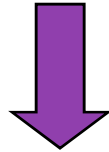
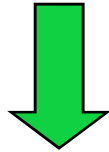
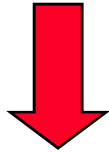
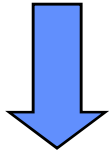


Important!

**Following the Manual will
save you, and the IPRC,
much time and aggravation.**



Program Review links to:



Accreditation

Assessment

Budgeting

Change

Improvement

State Reports for Accountability

Strategic Planning



Model Reviews

You'll find these model reviews in the libraries on both campuses or check with the Office of Research.

- ◆ Learning Center (2004-05)**
- ◆ Behavioral & Social Sciences (2004-05)**
- ◆ Nursing (2004-05)**
- ◆ Career Services (2005-06)**
- ◆ Education (2005-06)**
- ◆ Library (2005-06)**
- ◆ Student Financial Assistance (2006-07)**
- ◆ Health Information Technology (2006-07)**
- ◆ Grants & Alternative Funding (2007-08)**

Good Example of External Changes

External changes affecting program

Jobs associated with the disciplines of our department are expected to grow from 2004 to 2012 (Source: Bureau of Labor Statistics, *Fastest growing occupations covered in the 2004-2005 Occupational Outlook Handbook*. Retrieved February 3, 2005, from <http://www.bls.gov/news.release/ooht01.htm>). In these outlook estimates, both postsecondary teachers and social and human service assistants were listed among the fastest growing occupations, with postsecondary teaching expected to grow by 38%, and social and human behavior service assistants expected to grow by 49%. This projected growth was tied for the third highest growth during this period. The increasing demand for workers in these fields indicates that both baccalaureate and vocational demand for courses in our department should increase during the coming years.

The IAI (Illinois Articulation Initiative) continues to hold heavy influence over student course selection. Courses fulfilling the IAI requirement for general education or major credit have increasing enrollments (see Courses Meeting Transfer Mission section), while other courses not so labeled have shown a pattern of decreasing enrollments. The department feels that despite the IAI label, such courses (e.g. PSY 107) are important parts of the curriculum and meet crucial needs of many of our students. We remain committed to offering both IAI courses and other courses as the needs of our particular student population dictate. We are in communication with transfer institutions regarding our course offerings, and one of our psychology faculty members has been nominated for the statewide IAI panel, which should help to promote continued dialogue between the department and transfer institutions.

Good Example of Faculty Qualifications & Hiring Trends

Table 4: Qualifications of BSSD Faculty as of Fall 2004

Status	Total Number	Masters	Doctorates
Full-time	19	9	10
Part-time	41	24	17

Trends in hiring

A number of changes in the department have occurred since the last program review in 2000. Like many departments throughout the college, we have experienced a relatively large number of retirements, with 26 % of our full time faculty retiring during the period since our last review. These faculty members have been replaced by three student development faculty members and one psychology faculty member. In addition, a new faculty member serves as coordinator for the education program, and another holds a one-year leave replacement position in anthropology. An additional psychology faculty member, hired in 2002, was released before receiving tenure. This position is currently unfilled, and we hope to search for a replacement during the 2005-2006 academic year in order to return to a more balanced full-time and part-time ratio (see Faculty ratios section below). In addition, we have a full-time faculty search underway in sociology to replace a faculty member retiring at the end of the 2004-2005 academic year. Our department shares the college's stated "goal to hire three (3) individuals from an underrepresented group to fill the thirteen (13) [full-time faculty] vacancies", and our searches for both full-time and part-time faculty have been proactive in recruiting faculty representing the diverse population we serve (Source: *Oakton Community College Search Committee Procedure Guidelines*, November 2004, p. 6).

Good Example of Course-level Assessment

Course-level assessments

Since the last program review, we have conducted course-level assessments in ANT 202: Introduction to Social and Cultural Anthropology, PSY 101: Introduction to Psychology, PSY 211: Child Psychology, and SOC 101: Introduction to Sociology. In anthropology, students responded to ten questions regarding core concepts of the course. The stated goal of the assessment was to achieve a 70% pass rate in each section of the course. All sections met or exceeded this goal, with passing averages ranging from 71% to 85%, with a grand mean of 77.8%. In reviewing these results, anthropology instructors have examined those questions on which students performed least well and worked to expand their attention to these topics. In sociology, a 12-item measure was designed to assess student's ability to distinguish between three dominant theoretical perspectives. The stated goal of this assessment was for 70% of students to achieve a score of 60% (or more) correct. This goal was met, with 71% of students achieving at least 60% correct. Because the actual result was so close to the stated goal, this same assessment is being repeated in 2004.

Good Example of Program Impact on Other Departments

IMPACT OF NURSING PROGRAM ON OTHER DEPARTMENT IN OCC

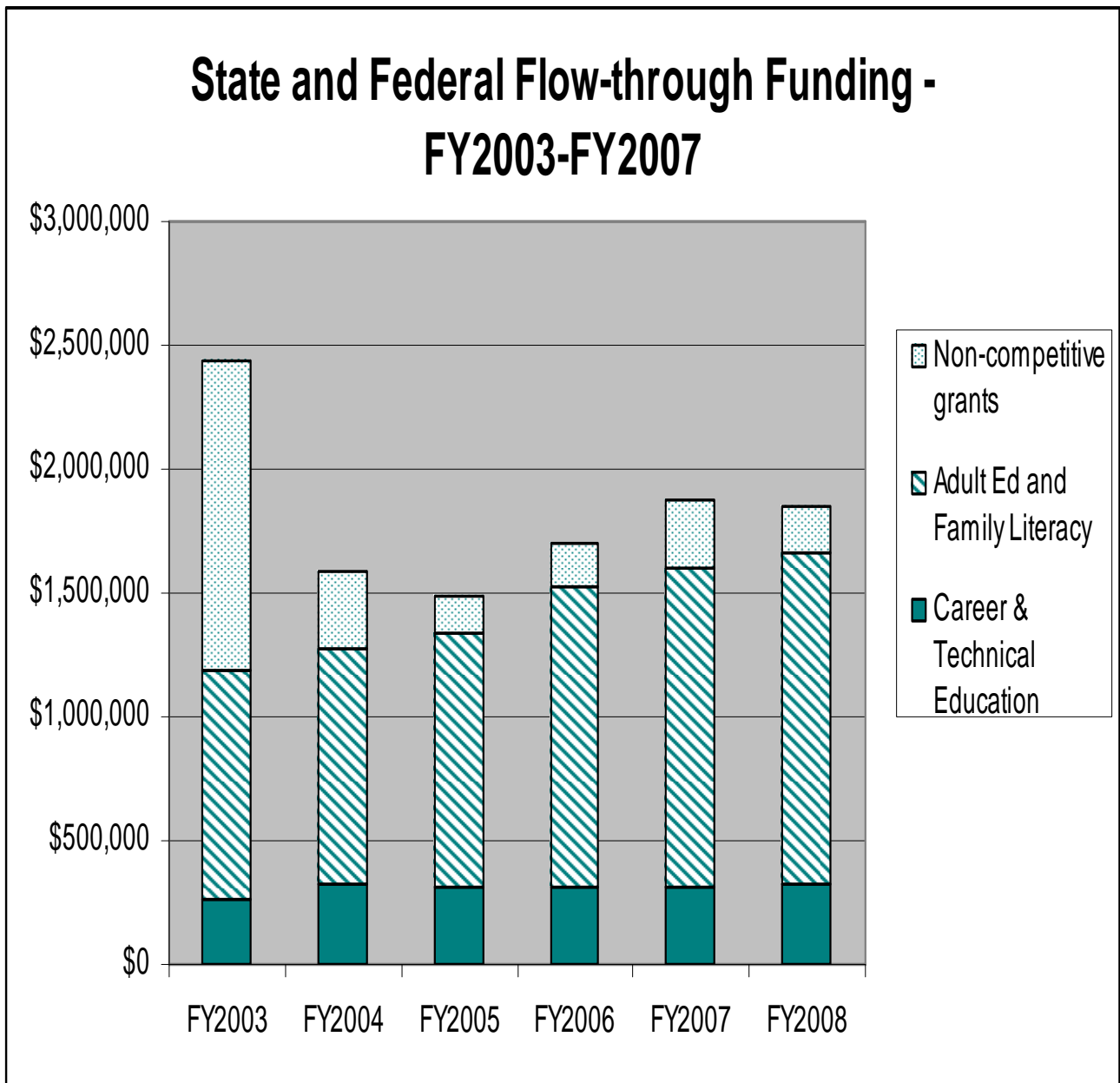
The Basic Nursing Assistant Training Program (BNAT) provides the opportunity for the student to become Certified Nursing Assistants (CNA). Currently the completion of a CNA program is required before starting the first course (NUR 103) in the ADN program. Certification is required prior to starting NUR 104. The increasing enrollments have increased the need for discussion and collaboration between the two programs. The chair of the ADN program currently serves on the Advisory Board for the BNAT program. Chairs of both BNAT and ADN program are seeking opportunities to enhance articulation between the two programs.

The growth of the program over the past two years has impacted the demand for classes in mathematics and the sciences. Prior to admission into the nursing program pre-requisites must be met (see Appendix G). The pre-requisites along with the course requirements of the nursing curriculum cause a trickle down effect in enrollment in these areas. Biology seats are filled to capacity and close collaboration with the chair of the biology department is necessary to meet the needs of nursing students requiring these courses during their progression through the curriculum.

The Learning Center works closely with the nursing department, prior to and after admission of the students into the nursing program. Prior to admission, students are required to take multiple placement tests. The Learning Center also schedules and administers the National League for Nursing (NLN) Pre-admission Test. Recently the both departments met to review the process and to help facilitate the large numbers of students that are requesting this test. After admission to the program, the student is challenged by the critical thinking components of nursing exams. When a student has difficulty with the concepts of this type of testing they are sent to the Learning Center for review of the examination and assistance in meeting these objectives.

The department works collaboratively with Admission and Enrollment to insure an equitable and fair treatment of all applicants to the program. The admissions representatives, the Dean of Science and Health Careers and the Chair of Nursing meet to determine student ranking for admissions. Such meetings provide “checks and balances” to make sure both the ADN program and college admission requirements are met.

Good Example of Funding Information Grants & Alternative Funding



The End

**Brought to you by
your helpful
Institutional
Program Review
Committee!**

