

MJC PROGRAM REVIEW PROCESS

I. The Purpose of Program Review

Review of programs is required by the Accrediting Commission for Community and Junior Colleges accreditation process. Most notably are Standards I, I.B.1, I.B.3, I.B.5 and I.B.9:

I. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them in pursuit of continuous improvement, and publishes this information.

I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

The purpose of the instructional, non-instructional, and administrative unit program review process is the improvement of student success at Modesto Junior College. Program review ensures that our programs fulfill our mission of student-centered learning and meet student needs through high quality transfer, vocational, and general education programs. In addition, Program Review provides an opportunity for faculty to reflect on educational practices, engage learning and achievement rates, and review the role of their program in the context of all offerings at Modesto Junior College.

Program review is an integral part of institutional planning and budgeting processes. A review of individual programs initiates the cycle that identifies program needs, strengths and challenges. Program review should be strongly—and meaningfully—linked to: educational planning; curriculum; budgeting decisions; student learning and outcomes assessment; the accreditation process; matriculation; student equity; and Title V and Ed Code requirements. In essence, program review is an opportunity to reflect on institutional priorities and support the strategic direction(s) of Modesto Junior College.

A. Goals of the Program Review Process:

- ❖ to ensure that each program is fulfilling its educational mission, and that program priorities are consistent with Modesto Junior College's mission and strategic direction
- ❖ to reflect on instructional and non-instructional programs, as well as services and administrative units, at regular, timely intervals
- ❖ to check that curricula is best designed to meet program needs and ensure student success
- ❖ to evaluate the goals and methods for measuring student learning
- ❖ to analyze student learning and outcomes assessment
- ❖ to recognize good performance and academic excellence in programs
- ❖ to improve the quality of instruction, student support, and administrative services for programs
- ❖ to identify program challenges and weaknesses
- ❖ to inform program budget and hiring priorities
- ❖ to strengthen institutional planning, decision making, and scheduling
- ❖ to align academic program needs and college priorities with the planning and budgeting process

B. What Program Review is NOT:

- ❖ Program viability is a separate process from program review. The Academic Senate has developed a separate program viability process.
- ❖ Faculty evaluations are a separate process from program review. Faculty evaluations should follow the process agreed upon by YCCD's faculty bargaining unit (YFA) and the YCCD Board of Trustees.

C. The Role of Faculty in the Educational and Student Support Program Review Process

The Accrediting Commission for Community and Junior Colleges states that faculty, "including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success (II.A.2). The Academic Senate plays a critical role in developing and implementing a program review process. Development of the process for program review is one of the academic and professional matters in which the Academic Senate makes recommendations to the Board of Trustees (Title V, Section 53200 - 204). The YCCD Board of Trustees and the MJC Academic Senate must reach "mutual agreement" in the development of program review processes (Board Policy 7-8049 and 2510). Together with the contributions of appropriate administrators, a program's faculty assume principal responsibility for the effectiveness of the program review process.

II. Elements and Processes of Program Review

A. Program Review in *eLumen*

Key to the success of the program review process at Modesto Junior College is the maintenance of quantitative and qualitative data and analysis, including reflection and engagement on student achievement and learning. In 2015, the Yosemite Community College District—including both colleges—signed a contract with *eLumen*, a company who provides a platform to host student learning outcomes and assessment data. In 2016-2017, Modesto Junior College formed a Program Review Workgroup, which was partially charged with the migration of Program Review from PRNet to *eLumen*.

Program review in *eLumen* is intended to help departments and the college to make informed decisions about programs across the college. Quantitative and qualitative information, including student learning outcomes assessment and achievement rates, are integral to the review processes. Decisions about the future of academic and other programs must be informed by a variety of information and guided by institutional vision and values.

The Academic Senate (or its appointee, the Program Review Coordinator), the Outcomes Assessment Workgroup (or its appointee), and the appropriate designee(s) of the Office(s) of Instruction, Student Services, and/or Administrative Services will assume primary leadership in providing and guaranteeing the review and validation of the data and analysis in program review. However, all participants in the program review process are responsible for ensuring the validity, reliability, and comparability of data. All parties are expected to cooperate in correcting erroneous information. Disagreements on specific data elements should be reconciled as early as possible.

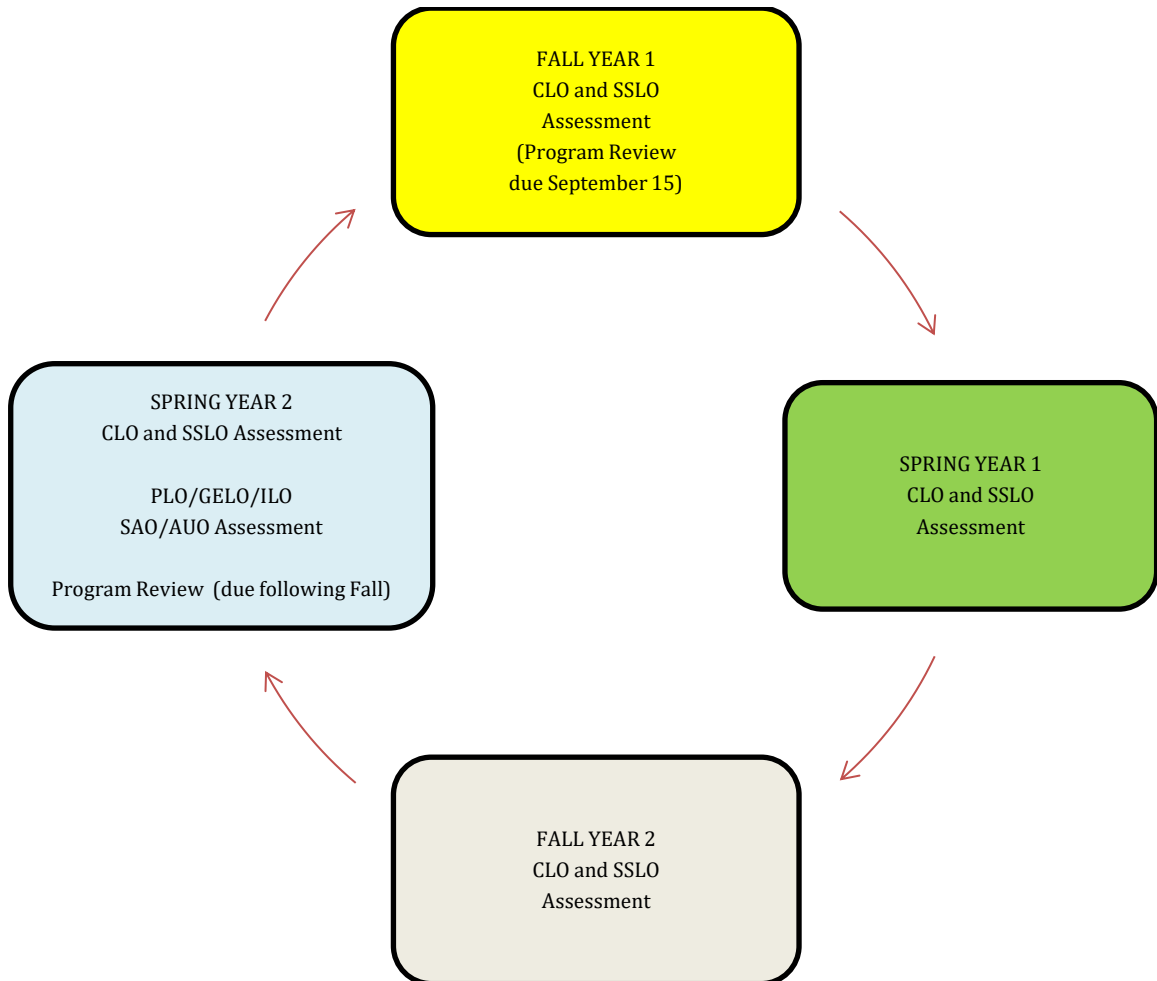
The multiple stakeholders (departments, deans, the Office of Instruction, etc.) are expected to maintain the timetables and instructions provided in the program review process.

C. The Program Review Cycle (including Student Learning Outcomes Assessment)

Every academic and student support program—including administrative services and units—at Modesto Junior College will complete its Program Review every two years.

Analysis of outcomes assessment is an integral component of Program Review. All Student Learning Outcomes, including course (CLO), program (PLO), general education (GELO), and institutional (ILO) learning outcomes will be assessed once by all appropriate programs during the two-year cycle. When courses are assessed, all sections of a given course will complete the assessment of all CLOs for that course. Additionally, all support service learning outcomes (SSLO), service area outcomes (SAO), and administrative unit outcomes (AUO) will be assessed at least once during the two-year cycle. Data will be disaggregated whenever possible to measure student learning across the same subpopulations identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the two-year program review cycle, including student learning outcomes assessment:



D. Program Review and the Review of Programs

Program Review will be completed by September 15 to ensure timeliness for campus review.

Each completed Program Review shall be reviewed by:

1. Discipline faculty;
2. Division Dean, and an established division-specific Program Review Group;
3. Program Review Workgroup, including the appropriate Vice President;

The MJC Program Review Workgroup will prepare reports to be delivered to the Academic Senate, Student Services Council, Instruction Council, Resource Allocation Council, and College Council.

The process will include commendations, recommendations, and any notable concerns. (How does this link to Program Viability and Discontinuance processes? YCCD Board Policy 4021)

The following graphic represents the review process for Program Review:



E. Program Review, Budget Development, Hiring Prioritization, and Resource Allocation: Continuous Quality Improvement¹

Program Review will be completed by early Fall (September 15) to ensure timeliness for Budget Development, Hiring Prioritization, and Resource Allocation. Every academic and student support program—including administrative services and units—at Modesto Junior College will complete its Program Review every two years. Program Review requests need to align with the Strategic Plan, the Educational Master Plan, and the Technology Plan.

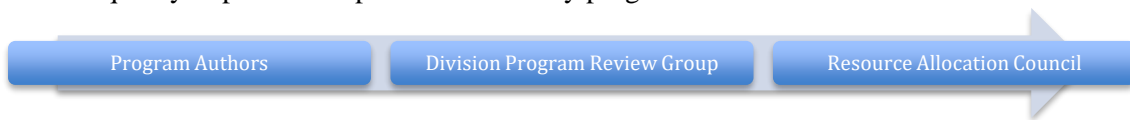
Budget Development. After the completion of Program review, the Resource Allocation Council will develop a budget for the following year based on requests made.

Hiring Prioritization. Program Review will include the data sets required for the hiring prioritization process, as well as analytical questions about the data. Program review will therefore inform the hiring prioritization process, and program review will be a required element in the application for any positions reviewed by the Instruction Council.

Resource Allocation. During the Division Program Review Group meetings, each division will prioritize resource requests to be forwarded to the Resource Allocation Council. The Resource Allocation Council will take all prioritized division lists and follow its process for reviewing requests, reviewing appropriate funding sources for requests, and recommending a prioritized resource allocation list to the College Council

Continuous Quality Improvement: Evaluation. All approved resource requests will be assigned to be reviewed and evaluated in the next appropriate program review cycle. An evaluation of resources spent and their impacts will be part of the reports delivered by the MJC Program Review Workgroup to the Academic Senate and Councils.

The following graphics represent the program review budget development work flow and the continuous quality improvement process enabled by program review:



Program Review Budget Work Flow



Program Review: Continuous Quality Improvement
*From Program Review to Budget Development
to Hiring to Resource Allocation to Evaluation.*

¹ II.D.2 “The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. See also IV.B.3 and IV.B.5.

