

Portfolio Assessment/Program Review

How to Answer the 19-Question Template (19QT)

The PA/PR (designated sections of the 19QT) is placed on an internal SharePoint site (teams.rscgd.edu-- to SAC at the top left side-- to program review). Program Review with updated goals will be sent to the division dean using **Sections I, II and VI** of the **19QT annually**. The dean will utilize the reports to create a Division Plan. Every department will also conduct a **quadrennial** summary report, using **all sections of the 19QT (selecting questions that apply to the specific program)**, as a **capstone *Portfolio Assessment/Program Review* (PA/PR)**, also placed on the program review page on SharePoint. This capstone report will be validated by the Division Curriculum Committees, which will document discussion and report to the Teaching Learning Committee (TLC). After departments complete the “19QT” Report analyzing and summarizing program review (PR) conclusions, the departments inform the division dean that PR has been completed and placed on the department’s program review page. The chair will forward reports to the Division Curriculum Committee for review. After review is completed, the committee chair will send the minutes to the chair of the TLC. The department chairs will inform the chair of the TLC that the reports have been placed on the department’s program review page. The chair of the TLC will inform the Vice President of Academic Affairs. The purpose of the capstone review is for the TLC to engage in interdisciplinary dialogue and to formulate theme-based recommendations to the participatory governance committees. These recommendations are linked to the mission of the college and the Vision Themes of the *Strategic Plan*. The Teaching Learning Committee will also receive a summary of concerns from the Division Curriculum Committees regarding direct assessment of SLOs and engage in dialogue. At the end of each academic year, the TLC will also send an aggregate *End-of-Year Report* to the Institutional Effectiveness and Assessment (IE&A) Committee.

Prior to completing the 19QT each year, please review your Department’s Mission

A good mission statement should be a brief core statement that:

- A.** Describes the purpose of your Department
- B.** Defines the kinds of activities and/or services the Department provides
- C.** Describes the audiences or populations the Department serves
- D.** Describes how the Department fits into SAC
- E.** Describes how the Department’s mission supports the college’s mission

The 19-Question Template: Utilize Section I, Section II and Section VI of this 19QT to conduct continuous annual program evaluation. Place the completed program review on the department’s program review page. If your department is scheduled for quadrennial capstone review, please utilize all sections of the 19QT. Answer questions that are applicable to your department/program; at least one question from each section must be selected. Remember the quadrennial program review document will also be placed on the program review page on SharePoint but must be reviewed by the Division Curriculum Committee and then the Teaching Learning Committee.

Department Mission:

I. Goals and Objectives

1. What are the department’s annual goals? How do they align with the college mission statement and the Santa Ana College *Strategic Plan*?
2. What progress has been made toward the department’s goals over the last year? What causes can be identified? e.g., population/demographics trends; industry; technology; lack of resources If this is a quadrennial capstone review, please summarize the last four years and then focus on the update of goals from the last year.
3. What research has the department conducted?
4. Do goals need to be restructured, eliminated or pursued with different activities?
5. What are the proposed goals for next year? (Include fiscal implications)

Useful documents for Section I:

- Santa Ana College Mission Statement
- Santa Ana College Vision Themes and Strategic Plan
- RSCCD Strategic Plan
- Surveys conducted by the department
- Specialized research developed by the department (Please consult with the Director of Institutional Research and/or the chair of the TLC if you would like to “talk through” a project)
- Department meeting minutes
- BSI projects

Department student success and achievement data may be found at
<http://rscgd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>

II. Institutional Level SLOs, i.e., Core Competencies/ Student Learning Outcomes Assessment

6. Please summarize findings of direct-SLO assessment from the previous academic year.

How has this informed future plans for the program? (See Direct-SLO Assessment Forms Charts and discuss outcomes and interventions.) What is the plan of action for addressing outcomes of SLO assessments? Be specific about the measures, the baseline outcomes, the interventions and the expected improvements.)

Useful documents for Section II:

Course-level SLO Assessment Chart for direct-SLO Assessment/ Program-level SLO Chart

Sample assignments

Department meeting minutes

BSI projects

Course Overviews

III. Student and Program Success (Please use data for this section.)

7. What are the strengths of the program? Based on the data, what improvements does it need?

8. What are faculty's perceptions of the success of the program?

9. What are opinions of students regarding the program's quality? Upon what variables is this based?

10. What, if appropriate, are employer attitudes towards the program?

11. What successes may be identified?

Useful documents for Section III:

Student/alumni and faculty Surveys

Job placement data for CTE

Specialized research projects (please list)

Curriculum summary

Demographic data

Student Achievement data

Minutes from department meetings or regional CTE meetings

Department student success and achievement data may be found at
<http://rscdd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>

Please remember a department may have different programs within it, e.g., Art department—transfer/degree; studio art; certificates

IV. Curriculum, Pedagogy and Innovation

12. Describe the curriculum offerings, their relationship to the discipline, and substantive curriculum changes, e.g., new courses, deletions, distance education additions. How has the program kept up with changing needs of the students and community? (Be mindful if your operational department has distinct programs. These need to be described individually.)

13. Describe the program's relationship to student services and its offerings to the students served. (Be specific, e.g., DSPS, Financial Aid, Counseling)

14. Describe the use of technology, e.g., computer labs, increased use of *Blackboard*, hybrid or online courses, etc. How does the use of these tools enhance learning?

15. What changes have been made in pedagogy? (Consider use of technology but within the context of the curriculum. Think about pedagogical changes and the effects on increased success in the program; consider the core competencies and SLO assessment)

Useful documents for Section IV:

Sample course outlines

Summary of strands of the program if there is more than one/ summary of course offerings

Course Syllabi with SLOs indicated

Description of pedagogical interventions

Student achievement data

Demographic data

SLO Form Cs (Please see Guidelines for Bi-Annual Direct-SLO Assessment

Faculty development attendance/presentations

BSI involvement in Strands or special projects

Conferences

Department website or technological documents

Department and/or CTE regional meeting minutes

V. Resource Development (Not Only Fiscal)

16. What resources has the department explored to ascertain the status of the discipline/program in other arenas? e.g., conferences, advisory committees, review of peer programs, collegial dialogues with other SAC departments, discipline experts in feeder or transfer institutions.

17. What grants has the program been involved with? How has this changed the program?

Useful documents for Section V:

Explanation of grants

Donations received

Student achievement data (If the department has a grant, demonstrate how the goals of the grant have contributed)

Committee membership (e.g., C&I, TLC, BSI)

Discuss resources other than grants and outside funds, e.g., interdisciplinary collaboration, facilities, intersegmental collaboration

Results of professional memberships, community involvement

VI. Assessment of Conclusions and Recommendations

18. Based on the analysis, what changes are recommended for the program?

19. What issues have emerged that require interdisciplinary dialogue and possible inclusion in overall college planning?

The responses to these two questions are narrative in nature. A chart or other visual may be used for clarification but is not necessary. The responses are an update of the prior year's statements and based on the data elicited within the other questions. Deductively state plans for continuous and systematic enhancement of student success. Remember the report which will follow this one, whether an annual program review report or the capstone quadrennial report, will be an update of these statements.

This report was created and approved by Department _____
on _____

Meetings were held on the following dates: _____

Members of the department who contributed to the Direct-SLO Assessment spring and fall
and the 19QT: _____

Please see Quadrennial Capstone PA/PR reports for excellent examples. Go to
SharePoint teams.rscgd.edu to SAC to Program Review: Communication Studies, Nursing, Mathematics,
School of Continuing Education ESL, Speech Language Pathology Assistant, American
Sign Language, Human Development. This sampling demonstrates General Education,
CTE and non-credit programs.

Guidelines for the Use of Data

Guidelines for Use of Data

I. For the 19QT

1. To chart the college goal of increasing persistence rates, retention and success, infuse more data into **19QT** questions **3, 7, 8, 9, 10, 11, 18**. (#7, #11, #18 are overarching questions and need more than one measure.) Work is **ongoing**. The 19QT is utilized for the annual Portfolio Assessment/Program Review of the Department Planning Portfolio with a **capstone** report submitted to the TLC every four years. Data must be analyzed for the **annual** PA/PR reports for all departments.

2. Utilize **direct data** for student success analysis where possible (e.g., Direct SLO Assessment every semester—See *Direct-SLO Assessment* forms).

Utilize **indirect data** each year for student achievement.

3. A contact point person, a member of the TLC, will serve as a resource for all departments within a division. Training will take place at a TLC meeting early every fall for TLC members and the department chairs whose departments are completing the PA/PR process in that academic year.

4. Use Direct and Indirect Measures (Multiple measures are needed):

Surveys may be used for **Question 7** of the 19QT: What are the strengths of the program? What improvements does it need? **Question 8**: What are the faculty's perceptions of the success of the program? **Question 9**: What are the opinions of students regarding the program's quality? Upon what variables is this based? **Question 10**: What, if appropriate, are employer attitudes towards the program? **Question 11**: What successes may be identified? **Question 18**: What changes are recommended for the program?

Research Projects (i.e., in-depth conversations and investigation with more department-level conversations)

Question 7: What are the strengths of the program? What improvements does it need?

Question 11: What successes may be identified?

Question 18: Based on analysis, what changes are recommended for the program?

***Question 3**: What research has the department conducted? To answer this question address the following:

1. State your research question (Why did you do this research?)
2. Describe your basic methodology (research design, subjects, assessment)
3. Share key findings (What did you learn? Did you get an answer to your research question?)
4. Identify implications for action (How will you use the results? What action will you take?)
5. How will you evaluate your new actions? "Closing the loop"

II. Direct and Indirect data

Indirect Data —Assess whether learning has been meaningful by gathering and discussing information related to perceptions, opinions, experiences and achievements.

Examples—surveys, journals, graduation rates and other statistics offered by the Institutional Research Department and state reports.

Institutional Research Office

Indirect Achievement Data

1. Course Enrollments per semester (from the end of the second week in a 16-week semester)

2. Grade distribution (retention, success rate by course)
3. Student Characteristics
4. Persistence rates as appropriate for sequential courses within programs
5. FTE program generates
6. FTES per FTEF (See enrollment data)
7. CORE measures for Career Technical Education (CTE)
8. Number of degrees by major & certificates granted
9. Ratio of full-time to adjunct faculty

Department-Generated Data Based on IR Office

1. Surveys
2. Course/program-level Research Project (investigate an intervention)
3. Other Data
4. Portfolios

Department-level data may be found at:

<http://rsccd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>

Or call the Institutional Research Office for further information at 714-480-7467.

Note: The purpose of this is to make connections from data to analysis to planning to budget...to actualizing the *Strategic Plan* of Santa Ana College.

Direct—Provide evidence of cognitive (knowledge) or behavioral (skills) learning that directly corresponds to specific intended learning outcomes.

Examples—exams, papers, grades, portfolios. The *Direct-SLO Assessment* of each department should utilize these.

Use Classroom-based research in your SLO discussions at the department level. All data must be within a context. What do the numbers mean? e.g., Why is retention better in some parts of the program? Is there a difference in evening v. day students? Why is there inequity in completion rates?

Direct-SLO Assessment (Course-level and Program level SLO Charts)

- 1. Exams
- 2. Papers
- 3. Grades
- 4. Portfolios
- 5. Classroom-based Research
- 6. Other in-class assessments

COURSE SLO ASSESSMENT REPORT, SAC

Department:

Course:

Semester: **Year:**

Faculty Member:

Institutional SLO	Course SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Program/Degree/Certificate SLO ASSESSMENT REPORT, SAC

Division: _____ Department: _____

Program/Degree/Certificate _____

Courses: _____

Semester: _____ Year: _____

Faculty Members: _____

Institutional SLO	Program SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Signature Chair _____ Date _____

III. From “Data 101: Guiding Principles for Faculty”—A White Paper by the Academic Senate Executive Committee February 2010 (for complete paper see <http://www.asccc.org/papers/data-101-guiding-principles-faculty>)

General Data Quality Principles:

1. Use longitudinal data when possible
2. Use data in context
3. Look for both direct and indirect data
4. Do not oversimplify cause and effect of data
5. Use appropriate levels of data for appropriate levels of decisions
6. Perception is the reality within which people operate
7. Use of data should be transparent
8. Consider carefully when to aggregate or disaggregate data
9. Focus on data that is actionable
10. Consider implications and the “What if?”

Please Note: The dean of your division will work with the faculty chairs to acquire the data elements needed for your program review documents. If you would like to investigate something specific with your department, contact the Institutional Research Office.

Checklist for PA/PR

Each department should use this checklist prior to submitting program review documents. This checklist will also be used by the TLC for quadrennial capstone reports.

1. Has the department developed a mission or vision statement which guides:
The development of department-level SLOs within the Core Competencies? Yes ___ No ___
The 19QT analysis of student success and student achievement? Yes ___ No ___
2. Is the department mission linked to the college mission and the vision themes?
Mission ___ Vision Themes (which ones) _____
3. Within the analysis of student success and student achievement, have multiple measures been used?, e.g., continuous direct-SLO assessment for student success (i.e., outcomes); indirect measures for student achievement (e.g., persistence rates, grade distribution, attitude surveys, employment rates) Yes ___ No ___

4. Have the data been analyzed with plans for improvement? (This would be addressed in the department's next annual program review) Has improvement been demonstrated? Yes___No___ If not, have further interventions been planned? Yes___No___
5. If appropriate, has the department separated segments of the program within the PA/PR analysis? e.g., performance, history, theory in the Music Department; majors, general education in appropriate departments Yes___No___
6. Have improvement areas been addressed from Have improvement areas been addressed from previous DPP/ PA-PR/direct-SLO assessment reports? Yes___No___