

**Davidson County Community College
Annual Program/Service Planning & Review
Spring Semester 2009**

Purpose: To improve the quality of programs and services through effective planning and assessment.

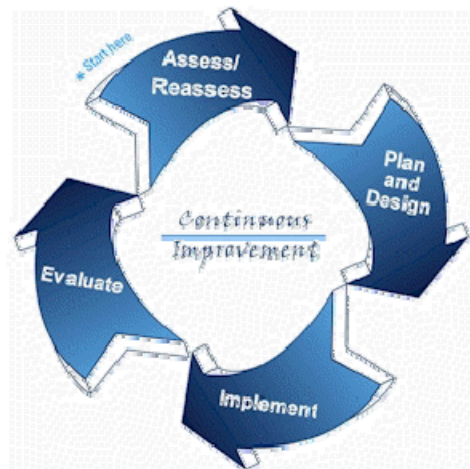
Outcomes:

- To maintain alignment between the College purpose, vision, and strategic initiatives
- To adhere to best practices in institutional effectiveness:
 - A clearly defined purpose
 - Annual goals/priorities
 - Means of evaluating the extent to which these goals/priorities are being achieved
 - Use of the results of evaluations to improve programs and services
 - Regular review and assessment of student learning outcomes by program
 - Compliance with the Principles of Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools.
- To share information and cultivate new ideas across the College.

Philosophy & Process:

The Program Planning & Review Cycle

The aim of Program Planning & Review process is to facilitate continuous improvement by prompting regular, intentional, and inter-related planning and assessment practices to improve programs and services for students. As members of a campus community devoted to teaching and learning, we come together to learn from one another, celebrate successes, offer constructive feedback, to try out ideas, and build synergistic connections between programs and services.



Program planning & review sessions will be scheduled every Thursday and Friday during the months of March and April. Sessions typically last between 45-60 minutes. A representative from each division will be present at each planning and review session to provide input and share information back to his/her division.

Prior to the Program Planning & Review Session

Each division should review all program and service components, and provide a written summary of the analysis to include the elements below:

- Review/update purpose and vision statements for program/service area.

- Identify progress toward each goal/priority from 2008-09 and indicate which of the College's strategic initiatives it supports. A template is available for your use: \\Data\share\1999-Present Program Reviews\2009ProgramReview\6-Month Updates--Spring 2008 Program Review
- Identify how assessment and other data have been used in the past year to make improvements and/or changes in programs and services. Examples of useful data could include student evaluations, feedback from focus groups, informal surveys and comments, feedback from advisory committees and other stakeholders.
- Analyze program/service data to identify trends, influences on program/service, and opportunities to increase enrollment and retention over the next 3 years. The Coordinator, Institutional Research will assist the division with this process and provide an analysis of:
 - Enrollment and BFTE by program for the past 3 years
 - 2008 Noel-Levitz Survey data by program
 - 2008 Graduate Survey data by program
 Assistance with additional program-specific data is available upon request.
- Develop or update area action plans. Consider how your area will contribute to **sustainability** efforts on campus and beyond, and how your area will connect to the College's **international education** efforts.
- Identify resources (staffing, space*, equipment) that are needed to implement these plans, develop new programs and/or to continue existing programs needs.
- Identify one third of the programs and/or services within the division for focused review and assessment of the related Student Learning Outcomes or Learning Environment Enhancements. Review/identify the Learning Outcomes and create an assessment plan to be implemented over the following year.
- Review the results of your 2008 assessment plans and how these results will impact your programs and/or services.
 - Review the Principles of Accreditation core requirements and comprehensive standards. Provide general feedback as to whether the program or service is in compliance with the requirements. Note areas needing attention or clarification.
 - ***For academic areas, review the qualifications of all faculty currently teaching courses, using SACS Faculty Credentialing Guidelines (<http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>) and document any variance from the best practices standards, using the Justification of Faculty Qualifications form located on the Intranet.**

During the Program Planning & Review Session

The Program Planning and Review begins within each division. Prior to the campus-wide Program Planning and Review session, groups will have met, discussed, reviewed, and planned together. The larger Program Planning and Review session provides an opportunity for each division to share an overview of their self-study findings and ideas with the larger campus community.


During the session, provide an update of progress toward the goals identified in the division's 3-year plan, share pertinent data and trends, and highlight the use of evaluation results to make improvements. **The rest of the session should be spent on presenting (1) assessment results for the programs and services being assessed for 07-08 and (2) assessment plans for the next group of programs and services selected for review.**

Please bring examples of assessment tools that you have used or plan to use, if available, to share with the group. We all have a lot to learn from each other.


Assessment Resources:

People:

The following individuals have participated in professional development in the area of assessment and are willing to assist or provide a sounding board for others with designing assessments.

 Bruce Bowman


 Cheryl Komasara

 Crystal Baird

 Dori Stanfield

 Jeannine Woody


 Jennifer Allen

 Jo De Los Santos

 Mark Puterbaugh

 Pam Gregory

 Randy Ledford

 Ron Dougherty

 Susan Scarboro

Materials held by the DCCC Library:

Allen, Mary J. (2006). *Assessing General Education Programs*.
Bolton, Massachusetts: Anker Publishing Company, Inc.

Allen, Mary J. (2004). *Assessing Academic Programs in Higher Education*.
Bolton, Massachusetts: Anker Publishing Company, Inc.

Anderson, Virginia J. & Walvoord, Barbara E. (1998). *Effective Grading: A Tool For Learning and Assessment*. San Francisco, California: Jossey-Bass.

Angelo, Thomas A. & Cross, K. Patricia. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco, California: Jossey-Bass.

Banta, Trudy W. & Associates. (Eds.). (2002). *Building a Scholarship of Assessment*.
San Francisco, California: Jossey-Bass.

Banta, Trudy W., Black, Karen E., Lund, Jon P., & Oblander, Frances W. (1996).
Assessment in Practice: Putting Principles to Work on College Campuses.

San Francisco, California: Jossey-Bass.

Banta, Trudy W., and Palomba, Catherine A. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco, California: Jossey-Bass.

Bresciani, Marilee J. (2007). *Assessing Student Learning in General Education*. Bolton, Massachusetts: Anker Publishing Company, Inc.

Butler, Susan M. & McMunn, Nancy D. (2006). *A teacher's guide to classroom assessment : understanding and using assessment to improve student learning*. San Francisco, CA : Jossey-Bass, c2006.

Comeaux, Patricia. (Ed.). (2005). *Assessing Online Learning*. San Francisco, California: Jossey-Bass.

Kuh, George D., Kinzie, Jillian, Schuh, John H., and Whitt, Elizabeth J. (2005). *Assessing Conditions to Enhance Educational Effectiveness*. San Francisco: California: Jossey-Bass.

Pet-Armacost, Julia. & Selim, Basma R. (2004). *Program Assessment Handbook: Guidelines for Planning and Implementing Quality Enhancing Efforts of Program and Student Learning Outcomes*. Florida: University of Central Florida.

Serban, Andreea M. & Friedlander, Jack. (Eds.). (2004). *Developing and Implementing Assessment of Student Learning Outcomes*. Hoboken: New Jersey: Wiley Periodicals, Inc.

Seybert, Jeffrey A. (Ed.). (2006). *Benchmarking : An Essential Tool for Assessment, Improvement, and Accountability*. San Francisco, California: Jossey-Bass, c2006.

Suskie, Linda. (2004). *Assessing Student Learning: A Common Sense Guide*. San Francisco, California: Jossey-Bass.

Walvoord, Barbara E. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco, California: Jossey-Bass.

Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.). (2004). *Handbook of Practical Program Evaluation*. San Francisco, California: Jossey-Bass.

Online Resources:

This link will take you to a vast array of electronic resources:

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>