Lord Fairfax Community College (LFCC)
Program Review Process

Last Updated March 21, 2013
I. Assessment

LFCC recognizes that assessment is integral at all levels of a college community, from the mission statement and marketing plan to classroom scheduling and professional development. Our assessment approach presented in the college’s 2008 Ten-Year Reaffirmation of Accreditation was a course-based model of measuring student learning outcomes. While programs were evaluated using SCHEV program productivity measures, enrollment, completions, and other measures, the focus of assessing learning outcomes was placed at the course level. It became clear in 2009 that this approach had become outdated and a move was made to program-level assessment. SACS COC, following recent federal mandates for accreditation, requires assessment to be done at the program level and must focus on student learning outcomes (SLOs). As in the past with our course-based approach, SLOs must be measured and the results used to improve teaching and learning in the program.

In order to meet SACS COC expectations under C.S. 3.3.1.1, the following program assessment documentation is needed:

1. A current list of SLOs for the program
2. A curriculum map that shows which SLOs are addressed by which courses
3. A curriculum map that shows which VCCS general education competencies are addressed by which courses
4. For each program SLO, one or more measures, with criteria to document success
5. For each program SLO, data/results about the measures
6. For each program SLO, a statement about whether the results meet the criteria for success
7. For each program SLO, how the results are being used for the continuous improvement of teaching and learning in the program

Other data are available to support program-level assessment including:

- LFCC Quality Enhancement Plan (QEP) data collected about the critical thinking (CAT test)
- Graduating student survey data with self-assessments on 18 competency dimensions
- CCSSE, SENSE, and other surveys that can be broken out at the program level
- Employer and alumni surveys about graduates’ success in the workplace
- Core competency data collected with the VCCS for SCHEV reporting, including:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Year(s) Assessed</th>
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<tbody>
<tr>
<td>Scientific Reasoning</td>
<td>2010-11</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2011-12</td>
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<tr>
<td>Oral Communication</td>
<td>2012-13</td>
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<tr>
<td>Critical Thinking</td>
<td>2013-14</td>
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<tr>
<td>Quantitative Reasoning</td>
<td>2014-15</td>
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<tr>
<td>Written Communication</td>
<td>2015-16</td>
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II. Program Evaluation

Additional SACS COC standards apply to program evaluation and to determining student achievement (F.R. 4.1). These include the following types of information, which have been part of program review:

a) Purpose statement for the program

b) Review of the program history, including changes since the last review cycle

c) Program productivity data, which may include:
   - student headcount and FTE enrollment by degree/plan
   - student headcount demographics, including attendance status, gender, minority, underrepresented population, campus/LFCC, and off-campus breakouts
   - student headcount type (new, returning, and transfer)
   - awards, broken out by campus, gender, and minority
   - course offerings/enrollment by type of faculty, location, and delivery mode
   - student credit hours (SCH=enrolled*course credits) generated by program courses
   - SCH generated by type of faculty, location/online, and awards
   - SCHEV program viability measures
   - course offerings by program requirements for advising by location/delivery mode

d) Student success rates, including retention, completion, transfer by cohorts (150% of time), broken out by attendance status

e) Course success rates based on grade distribution reports, by location and delivery mode

f) Other relevant success measures, such as milestones and momentum points such as average number of credits attempted and completed, and attrition by risk factors

g) Transfer data on institutions, programs, student performance

h) Licensure/certification rates

i) Occupational outlook for completers in related occupational fields, including:
   - national, Virginia, and service area job openings (N)
   - historical % change over five years
   - average annual wages
   - forecast for replacement demand and growth over next ten years
   - unemployment rate for related occupations
   - federal gainful employment placement rate if available

j) Employment data such as placement, wages, top employers

k) Advice/feedback from program advisory committees
III. Process

LFCC now uses a four-year cycle of program review. The preparation of the report, including review of assessment and program evaluation results, is done at the beginning of the academic year following the fourth year of program results. A simple diagram is included below to help show this concept:

SAMPLE: IST Degree

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<tbody>
<tr>
<td>Collect Data / Review SLOs</td>
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<td>Collect Data / Review SLOs</td>
<td>Collect Data / Review SLOs and Write Report for cycle years 2013-14 through 2016-17</td>
<td>Collect Data / Review SLOs</td>
<td></td>
</tr>
</tbody>
</table>

Throughout all four years of the cycle, attention is paid to the program SLOs, revising and updating them as necessary. Data are also collected each year about the results of SLO measures, along with how the results are used to improve teaching and learning in the program.

Program leads are responsible for ensuring that updated SLOs are in place for each program and that data are collected for SLO measures and used for improvement. Academic Deans and the AVP of Instruction play a key role in reviewing the yearly SLO grids and working with faculty to improve instruction if needed. The office of Planning and Institutional Effectiveness (PIE) is also available to help faculty revise SLOs, pick appropriate measures, document results, and plan program improvement. PIE also provides the program evaluation data on enrollment, retention, surveys, occupational outlook, transfers, and employment.

IV. Planning Cycle / Timeline

Yearly Requirements:
- By May 15, Program coordinators will submit a completed SLO grid which includes all program learning outcome data collected that year
- By September 1, Program coordinators, Deans, and program and/or discipline faculty will review the previous year’s SLO grid to determine if any edits are needed to any part of the grid.
- By September 15, Program coordinators will submit the current year’s SLO grid (without any assessment results) to the PIE office

Year Program Review Report is due:
- August – hold kick-off meeting with all program coordinators and Deans who are completing their report
o PIE office will present all program productivity data, VCCS general education assessment results, transfer data, employability data, etc., that will be included in the final report

- September – October – Program Coordinators will review all SLO grids and PIE office data with Deans and other program and/or discipline faculty to complete the report.
- November – Draft report is sent to the Assessment / IE committee for discussion and review.
- December 15 – Final report is due to the Vice President of Academic and Student Affairs

V. Program Review Report Template

A. Introduction (completed by the Program Coordinator)
   - Include an overview of the program and catalog description
   - Describe all degrees and/or certificates included in the program review

B. Activities since Last Program Review (completed by the Program Coordinator and Dean)
   - Include all changes made to the program since the last program review
   - Includes a discussion of areas noted in last program review that needed attention and how those have been addressed

C. Curricular Maps for Program SLOs and General Education Competencies (updated by the Program Coordinator)

D. Matrix of Student Learning Outcomes (SLOs) (completed by the Program Coordinator)
   - Include the student learning outcomes grid with a full, four-years of data combined, for each program included in the report, with narrative

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Measure</th>
<th>Target Criteria</th>
<th>Results</th>
<th>Use of Results for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFCC program graduates will:</td>
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E. Assessment and Program Evaluation Data Analysis (completed by the Program Coordinator, Dean, and PIE office)
   - Each program coordinator should meet with PIE to determine what data sources will be most appropriate for the program review
   - At a minimum, each program should include productivity data, graduation rates, retention, and transfer or employment data. Other programs may have additional data such as licensure exam results, etc.
   - Results should include a comparison of all locations (including distance) where the program is being offered

VI. Summary and Recommendations (completed by the Program Coordinator and Dean)
   - Must include the following sections:
     - Strengths
     - Areas to Address
     - Recommendations