

DEOL Consultancy Project

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Background

- NCCCS: process to initiate academic programs
 - Present a case for the program
 - Need: community surveys, labor market data, student interest surveys, letters of support from business, industry, and other stakeholders
 - Three-year accountability report: data on enrollment, program completers, employment of graduates, and accreditation
- Local Level: No specified, universal way to determine continued program health, including program maintenance and program sunsetting \Rightarrow Significant Challenge

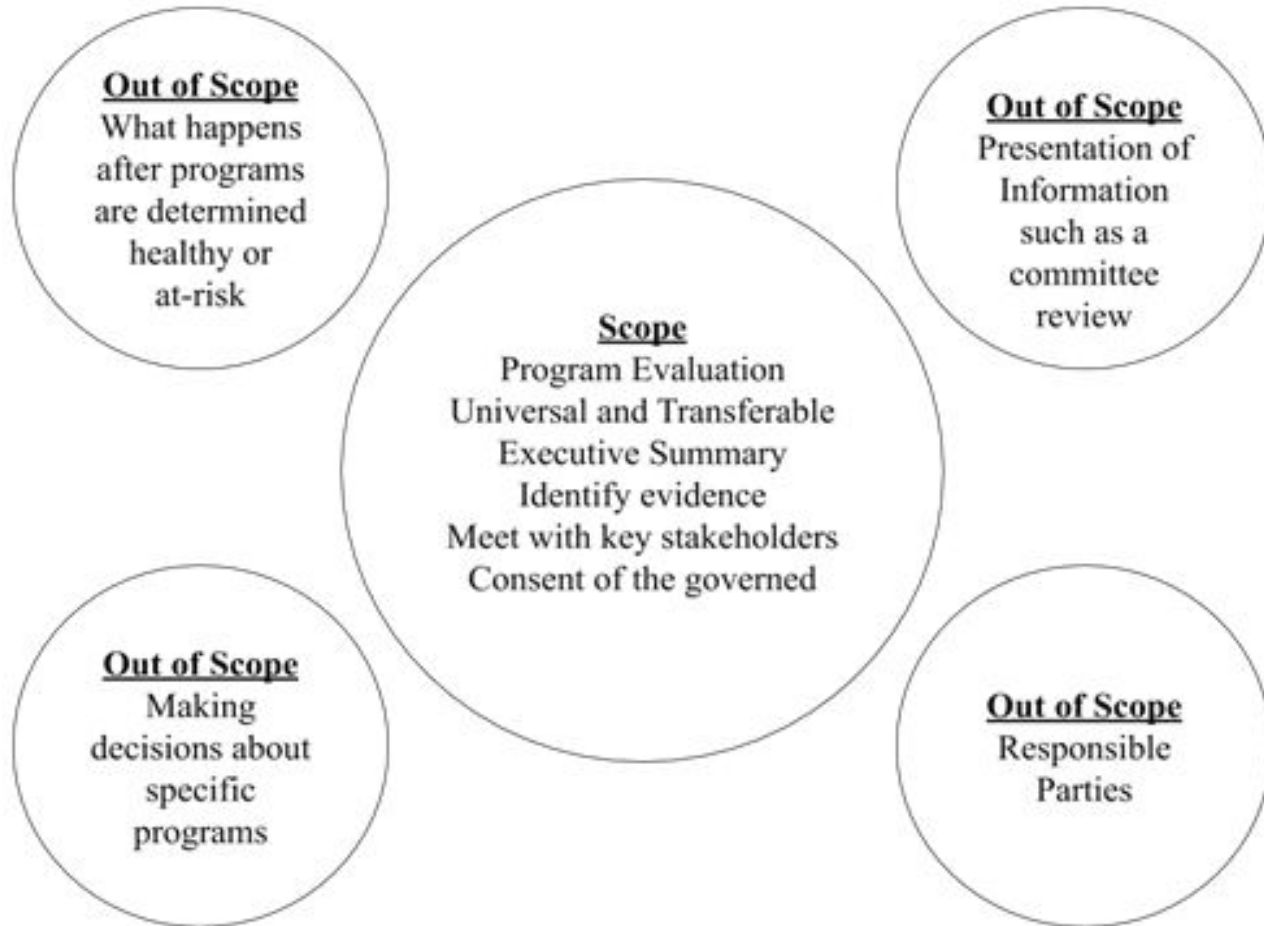
Purpose

- Creation of a program evaluation model and process to provide community colleges with a clear picture of the health of academic programs
 - Goal of continuous improvement
 - Highlighting program strengths, areas for improvement, and specific action plans
 - Consolidate the data and tell the story in one place
- Adaptable and transferrable

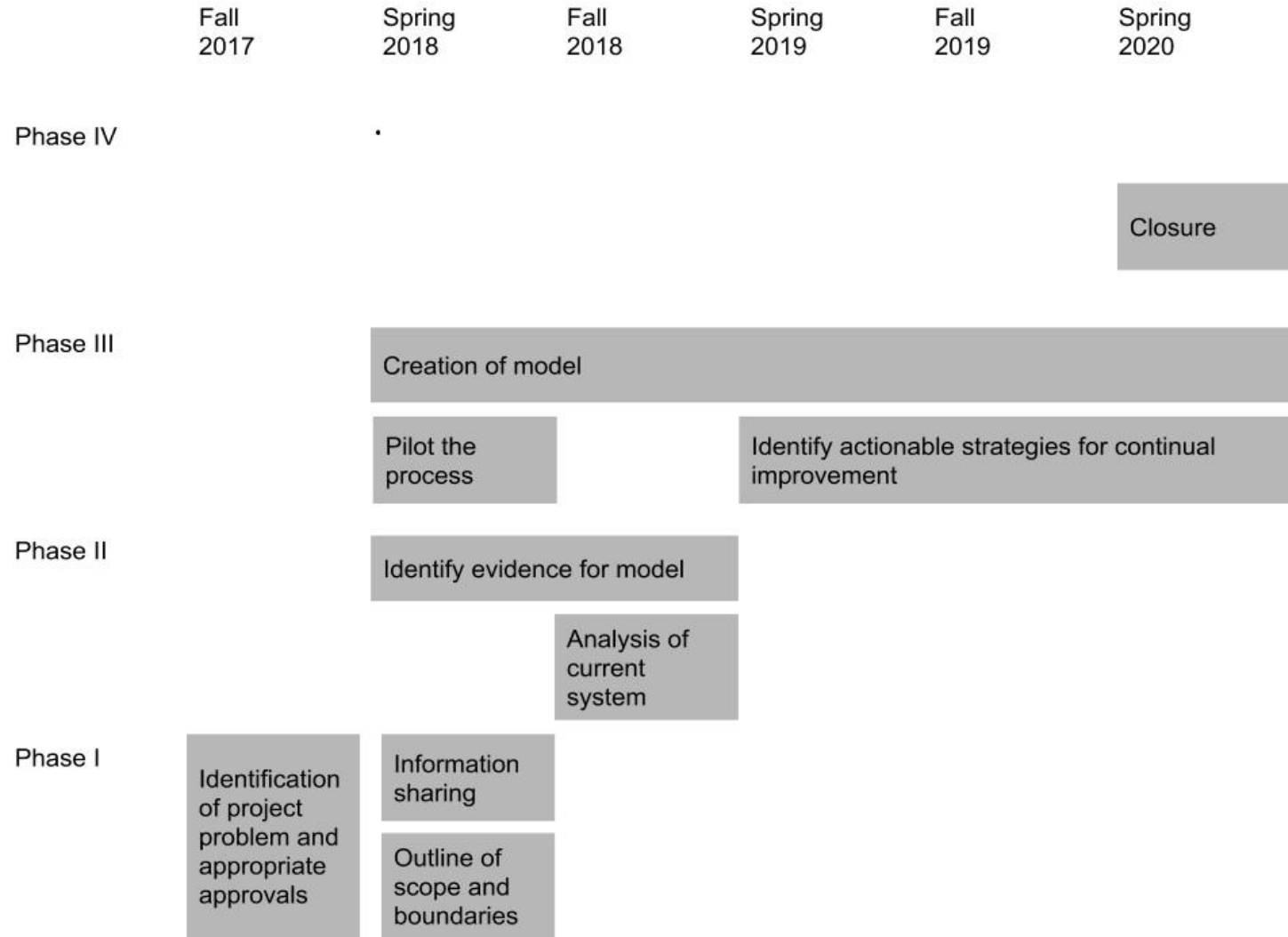
Best Practices according to Literature Review

- Present day view of academic assessment and program evaluation
- Requirements for compliance - institutions are looking for guidelines
 - K-12
 - Higher Education
 - Themes: accreditation requirements, culture of evaluation and continuous improvement, necessary documentation (artifacts and evidence), faculty involvement, stakeholder involvement, community needs, success
- Data-driven
- Research is needed
 - Proven parameters
 - Comparison of models

Scope



Gantt Chart



Risks/Constraints

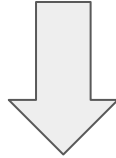
- Timing of the milestones
- SWOT Analysis
- Denison Organizational Culture Survey
- Key steps identified for implementation
 - Instilling consistency from the ground-level up
 - Clear oversight of the evaluation process
 - Creation of shared core values and overall purpose

Internal		External	
S Strengths	W Weaknesses	O Opportunities	T Threats
What are the positives of program evaluation?	What are the negatives of program evaluation?	Are there external factors that program evaluation could benefit?	What external factors are preventing forward progress?
<ul style="list-style-type: none"> • The story of each program will be told • Program strengths and weakness will become evident • Benefits institution accreditation and program-specific accreditation • Financial resources could be allocated according to program evaluation outcomes • Involvement in the process will create a culture of investment for faculty • Without program evaluation there is no real determination of the health of programs • Accountability 	<ul style="list-style-type: none"> • Faculty may feel threatened that low performing programs will become evident • Possible closing or restructuring of programs could equate to reassignment loss of jobs • It is not part of the organizational culture 	<ul style="list-style-type: none"> • Involvement/investment by industry and business leader in existing programs • Input for future program needs • Collaboration between community and faculty • Strengthen relationship with K-12 partners in regards to streamlining the CCP pathways 	<ul style="list-style-type: none"> • Outside pressure to keep low enrollment programs • Competing colleges • Community perception • Interest gap (community needs versus student needs)

Quality Assurance Plan: Plan-Do-Check-Act

Plan: Mapping out the Plan

- Primary problem: The lack of an organized way to determine the health of the programs. Program evaluation needs to be part of the college culture.
- Secondary problem: Identification of loss/momentum points for student completion
- Solution: Structured program evaluation
- Measures of Success: FTEs in program, student completion rate, job placement



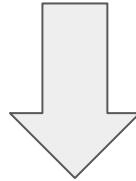
Do: Testing the Solution (Structured Program Evaluation Model)

- Test of Solution - Trial
 - Program evaluation model was used October 2019
 - Professional Development Day to collaborate regarding program outcomes
 - Student Satisfaction Surveys
 - Responsibility: Program evaluation needs to be added to the job descriptions

QA continued

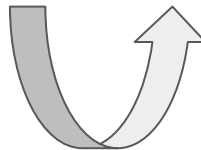
Check: Review and Analyze Results

- Rating System (dislike the scale – Outstanding, Satisfactory, Unsatisfactory)
- Improved consistency between divisions, but more consistency needed



Act: Full Implementation

- Need interdivisional training to be sure all areas are using the same definitions and processes
- Annual Professional Development Day
- Keep looping



Outcome Data

- Evaluation model and process created (Appendix A)
- Key evidence determined
- Executive summary sheet created
- Quantifiable process for rating
- Assessment Fair
- Transfer degrees added
- Transfer student satisfaction after completion (120)

Areas for Future Study

- Research is lacking
- Definition of criteria for evaluation and acceptable outcomes
- Research has not supported a validated program evaluation framework
- Comparing program evaluation frameworks

Reflection

- Program evaluation: reliability and validity
- Timing
- Moving outside of the scope
- Running log
- Formation of new work relationships
- Concise: summary of a summary of a summary!
- Leader