



# **The Evolution of Program Review at Montgomery College, MD**

Clevette M. Ridguard, EdD

# Presentation Purpose

- To highlight the history, model types, and purposes of program review
- To discuss specifically the program review process at MC and how it has evolved over time
- To highlight some challenges that remain with program review

# Table of Contents

Sections	Page No.
History of Program Review in Higher Ed	4
Montgomery College's Process	10
Academic Program Review	16
Administrative Review	23
Milestones and Challenges	27
References	31

SECTION I

**HISTORY OF PROGRAM  
REVIEW IN HIGHER ED**

# History of Program Review in HE

- Can be traced back to Harvard University in the early 1600s.
- Started as program evaluation for new program
- Evolved as academic program review when evaluating existing programs
- Originally started for internal focus only
- Now used for both internal purposes and external reporting

# Types of Program Reviews

<b>GOAL-BASED MODEL</b>	Uses goals and objectives based on given institutional measures to determine whether or not these given goals and objectives are being met. This type of model is summative in nature, providing a foundation for making decisions about program resources, allocation, and program continuance.
<b>RESPONSIVE MODEL</b>	Focuses on activities, issues, and concerns of the audiences that have a stake in the evaluation of a particular program. The collection of information, analysis, and interpretation is done based on concerns of those involved in the evaluation.
<b>DECISION-MAKING MODEL</b>	Designs evaluation for decision making and accountability, central to this model is several types of evaluations: context, input, process, and product evaluation.
<b>CONNOISSEURSHIP MODEL</b>	Focuses on the human being (expert/connoisseur) as the primary instrument of evaluation and measurement from a singular point of view.

# Model Choice

- There is no best model, but the use of features from each of the models can benefit an institution's needs.
- Decisions about the specific purposes and outcomes of the review will determine which aspects of each model to use.
- Knowledge of the various approaches and decision planning is needed at the onset by institutional leadership.

# Review Purposes

- To maintain, improve, and provide evidence of the of higher education quality to those inside and outside the institution in times of budget constraints
- To have a process for effective decision making, strategically and fiscally, to determine, program offerings related to institutional focus and mission
- To demonstrate institutional responsiveness to constituencies, external demands for institutional and programmatic accountability for taxpayers, legislators, student consumers and other constituencies.
- To provide a foundation for reallocating or allocating resources
- To provide information for decision makers considering program discontinuances



# Purpose Conflict

- Need for clearly defined purpose at the beginning of the process
- Dual purposes can often dilute results
- Time needed to conduct thorough review of educational quality may be too long for budget allocation decisions
- Different criteria and data needed for varying purposes

## SECTION II

# MONTGOMERY COLLEGE'S PROCESS

# MC's Purposes for Review

## Internal and External Purposes

- Improvement (Institutional and Student)
  - Teaching and Learning
  - Linkage to institutional decision making and themes
  - Documentation of institutional effectiveness and educational quality
- Accountability
  - Accreditation (regional and program specific requirements)
  - Federal, State, and other reporting requirements and documentation

# MC's Four Part Process



# Inclusive, Systematic, Cyclical Process

- All academic programs, special programs, disciplines, administrative units, and student affairs
- 5 year review cycle
- Results in actionable approved recommendations that are monitored until implementation
- Review participation includes faculty, staff, students, chairs, deans, and vice presidents and provosts, unit administrators, and senior vice presidents
- Standing Review Committee of all College stakeholders (College Area Review Committee)
- Selected programs participate in external peer review



# COLLEGE AREA REVIEW

## Master Plan Cycle

### ACADEMIC PROGRAM REVIEW

AY 2003 – Year 1		AY 2004 – Year 2		AY 2005 – Year 3		AY 2006 – Year 4		AY 2007- Year 5	
2008 -Year 6		2009 -Year 7		2010 -Year 8		2011 -Year 9		2012 -Year 10	
2013 (2018)		2014 (2019)		2015 (2020)		2016 (2021)		2017 (2022)	
Area	Title	Area	Title	Area	Titte	Area	Title	Area	Title
ARTT	Art	DANC	Dance	ANTH	Anthropology	BIOL	Biology (Science)	ASLP	American Sign Language
ACCT	Accounting	STSU	Student Success	ASTR	Astronomy	BIOT	Biotech (Science)	BLDG	Building Trades Tech
BSAD	Business Admin	ENGL	English	AUTO	Automotive Tech	CMAP	Computer Applications	CMGT	Construction Tech
ECON	Economics	FILM	Film	CCJS	Criminal Justice	CHEM	Chemistry	FMGT/NUTR	Food and Hospitality Mangt (HMGT)
CMAP	Comp. Applications	HLTH	Health	GEOG	Geography	EDUC	Education	HIST	History
CMSC	Computer Science	MATH	Mathematics	GEOL	Geology	EMGT	Emerg Prep Mgmt	IDES	Interior Design
ENEE	Engineering Science	MUSC	Music	AOSC	Meteorology	FIRE	Fire Science	LGST	Paralegal Studies
GDES	Graphic Design	READ	Reading	PHIL	Philosophy	HINM	Health Inform. Mgmt	LNTP	Landscape Tech
MGMT	Management	COMM	Speech	PRNT	Printing Tech	MHLT	Mental Health	PHOT	Photography
NWIT	Network/Wirless Tech	THET	Theatre	SOCY	Sociology	NURS	Nursing	PSCI	Physical Science
POLI	Political Science	PHED	Physical Education	*	<i>Gudelsky Institute</i>	PHTH	Phys. Therapy Asst.	PSYC	Psychology
*	<i>Bus/Mgt/Info Sci Ctr</i>	*	<i>AELP(AELW,AELR,AELS)</i>	*	<i>WDCE</i>	PHYS	Physics	TVRA	TV-Radio
*	<i>Humanities Institute</i>	*	<i>Developmental Education</i>			RADT	Rad. Tech	WMST	Women's Studies
*	<i>Macklin Bus Institute</i>	**	<i>Honors Program</i>			SONO	Medical Sonog.	*	<i>Distance Education</i>
*	<i>Math/Science Ctrs</i>	**	<i>Montgomery Scholars</i>			SURG	Surg. Tech		<i>Gen Studies</i>
*	<i>SS Computer Ctr</i>	*	<i>Renaissance Scholars</i>						<i>Gen Education</i>
*	<i>MC Arts Institute</i>							*	<i>MC/MCPS College Institue</i>
**	<i>Writing &amp; Reading Labs</i>								World Languages
								WL	

### ADMINISTRATIVE REVIEW AND ASSESSMENT

2008 (2013)	2009 (2014)	2010(2015)	2011(2016)	2012 (2017)
Auxiliary Services	Facilities	Mgmt and Budget	HRSTM	Planning and IE
Information Technology	Early Learning Ctrs	Business Services	Adm Enroll & Financial Aid	Institutional Research
Equity and Diversity	Student Services	Libraries	Compliance	Advancement and Comm Engage

5/12/2016

Key Special Programs

\*\*Deferred

Updated

1/15/2016 16:10 14

# MC's Process Timelines

- Provides ample time for all stakeholders to review and provide input
- Academic Program Review
  - follows the academic calendar
  - begins fall semester to spring semester
- Administrative Review
  - follows the Julian calendar
  - begins January to December

SECTION III

**ACADEMIC PROGRAM  
REVIEW**



# Types of Questions

- Academic Program Review
  - Mission/Goals
  - Review of Curriculum
  - Student Learning Outcomes
  - Benchmarking with Peer Institution
  - Data Review (institutional and industry)
  - SWOT Analysis
  - Recommendations/Action Items

# MC's Academic Data Benchmarks

Data Reports	Data Guidelines	Expected Benchmarks
<b>Discipline Data</b>		
Discipline Ratio	Full-time to part-time faculty ratio	55FT:45PT
Discipline Student Faculty Ratio	Student/Faculty Ratio	20:1
Cancelled Section Summary	Number of class sections cancelled (by course)	9%
Under 9 Enrolled Section Summary	Number of low enrollment sections in course per semester	11%
Discipline Cost to Educate	Cost to teach all subjects in this discipline <i>(English Discipline: Cost to teach all English courses)</i>	
<b>Program Data</b>		
Program Enrollment Data	Program enrollment over the last five years has not decreased by more than....	20%
Program Award Data	Percentage of program award in the last five years	At least 5 students per yr
Program Transfer Data	Number of students who transferred with no degree and those who graduated and transferred	
Program Retention	Fall to Spring Program Retention Information	
Time and Credit to Program Award	MC graduates and the average number of credits and average number of years to obtain a degree	18

# Sample Data Presentation

## COLLEGE AREA REVIEW/ACADEMIC PROGRAM REVIEW DATA

### COMPUTER APPLICATIONS: ACKERMAN /MICHAELIAN

Discipline Cost to Educate												
	FY13 Sections	FY13 Cost to Educate (per Section)	FY13 Student FTEs	FY13 Cost to Educate (per FTE)	FY14 Sections	FY14 Cost to Educate (per Section)	FY14 Student FTEs	FY14 Cost to Educate (per FTE)	FY15 Sections	FY15 Cost to Educate (per Section)	FY15 Student FTEs	FY15 Cost to Educate (per FTE)
CMAF	211	\$6,546.91	349	\$3,957.40	174	\$7,747.13	307	\$4,390.40	145	\$9,857.37	267	\$5,358.60
Program Enrollments					2010	2011	2012	2013	2014	5 year Total	FY Average	
Computer Applications AAS 311E & 311B					205	202	217	211	204	1039	208	
Info Tech Cert (213) Database Sys Cert (238)					79	81	78	82	81	401	80	
Program Awards					2010	2011	2012	2013	2014	5 year Total	FY Average	
Computer Applications AAS 311E & 311B					12	11	23	17	16	86	17	
Info Tech Cert (213) Database Sys Cert (238)					13	10	16	13	16	81	16	
Time and Credits to Award					Grads	Avg Credits	Average Years					
Computer Applications AAS 311E & 311B					3	18.7	5.6					
Info Tech Cert (213) Database Sys Cert (238)					16	52.4	4.9					
Program Transfer												
Computer Applications AAS 311E & 311B					7	10	17					
Info Tech Cert (213) Database Sys Cert (238)					1	0	1					

SAMPLE DATA

Discipline	Student-Faculty Ratio (College Benchmark is 20:1)	Full Time-Part Time Faculty Ratio (College Benchmark for FT:PT is 55:45)
	24.8	74:26
Cancelled Sections (College Benchmark is 9%)	See attached sheets	Under 9 Enrolled Sections (College Benchmark is 11%)
	See attached sheets	See attached sheets

*College Benchmark: Program enrollments over the last five years have not decreased by more than 20%. Program awards in the last five years are at least five students per year or 25 students over a five year period. \*Average FT: PT Ratio for fall 2010 to fall 2014.*

# Academic Program Review Results

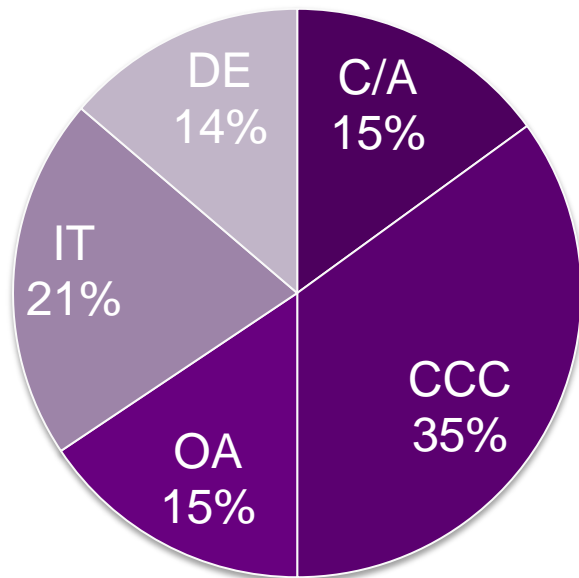
The recommendations have informed decision-making at College. Highlighted the need to:

- improve advising
- improve and monitor outcome assessment processes
- develop more online courses and technology
- improve program and course offerings via CCC actions
- develop math re-design
- review of General Education and General Studies programs.
- Report info for Perkins Grant on CTE programs

# Impact of Results Example

## Academic Program Review Categories (Themes) 2008-2012

640 recommendations ▪ Five major categories



35% related to curriculum issues (**CCC**)  
21% involved technology (**IT**) needs  
15% related to counseling and advising (**C/A**)  
15% need for student learning outcomes (**OA**)  
14% supported greater use of online learning (**DE**)

The program review recommendations have impacted mostly curriculum actions, documented the need for improved counseling and advising, supported increased offerings of online courses, emphasized student learning outcomes, and highlighted greater need for the use of technology for enhancements to teaching and learning.

SECTION IV

**ADMINISTRATIVE REVIEW  
& ASSESSMENT**

# Types of Questions

- Administrative Review
  - Overview and Mission
  - Effectiveness of Services
  - Benchmarking of Services
  - Resource Analysis
  - SWOT Analysis
  - Recommendations and Future Actions

# Administrative Data

- Specialized data measures and results
  - surveys, focus groups, completion times, counts, etc.
  - unique data benchmarks tailored to the unit needs
  - examine data use for decision making
  - begin unit discussion about data and the need to examine what is collected and other possible data collections and measures



# Administrative Results

- Provide opportunity:
  - To self-evaluate
  - To engage in data collection discussion
  - To link unit services and mission to institution mission and goals
  - To assess services and benchmarking with peer institutions
  - To conduct SWOT

SECTION V

**MILESTONES AND  
CHALLENGES**

# Milestones Highlights

2003

Begin process to review academic units

Provide OIRA data

Created master schedule

2005-2010

Included student survey input

Students in gen ed courses received online survey related to gen ed competencies

2007

Begin process to review administrative units

Reviewed two to four units per year

2012

Self Study Format for academic units

Changed from questionnaire format to more narrative format

2014

Included Career Coach/Industry Data

Reviewed major division of student services

2015

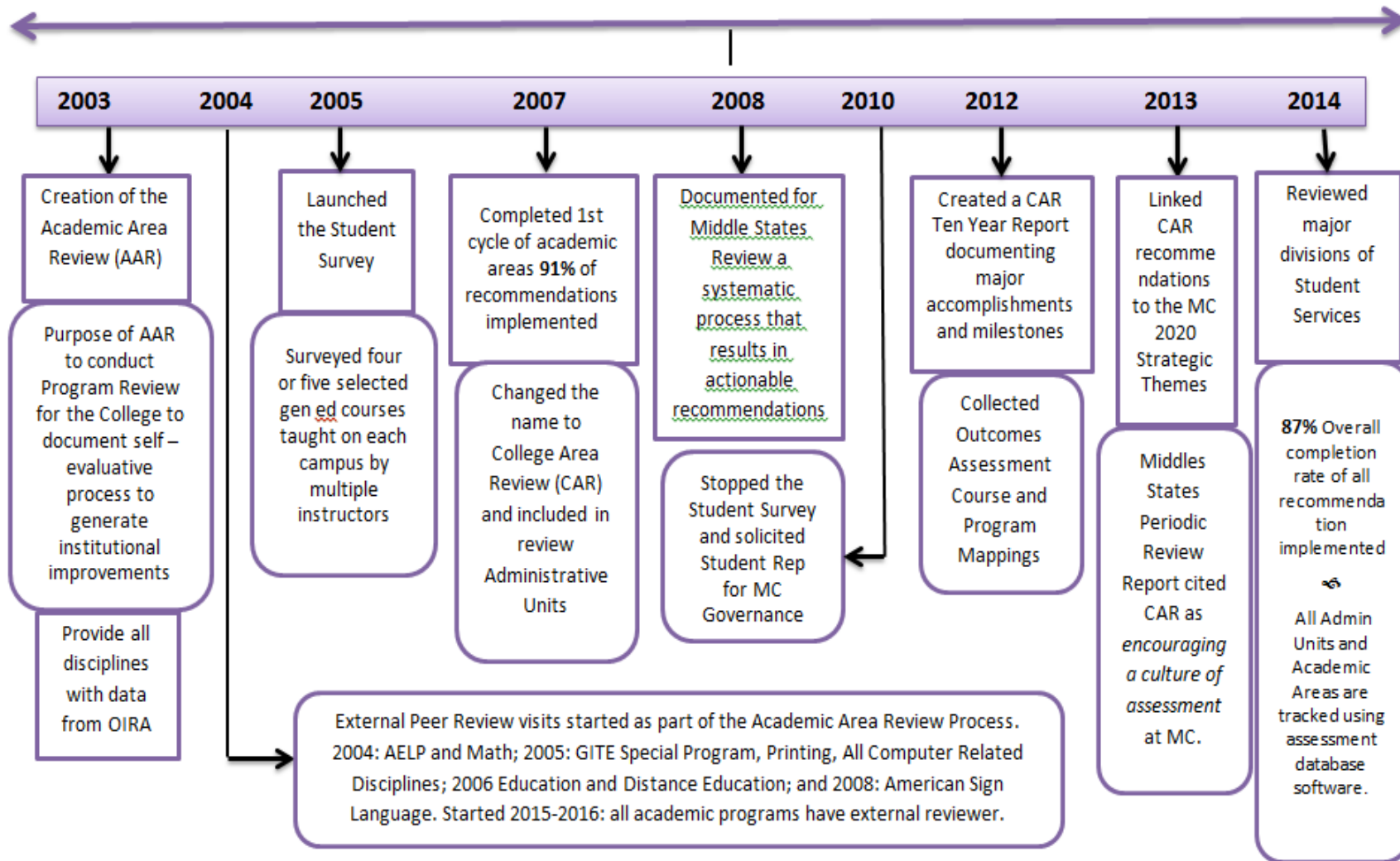
Revised formatting Benchmarking and assessment focus

Student input obtained from individual units

Use of rubrics for review

# EVOLUTION OF THE COLLEGE AREA REVIEW PROCESS AT MONTGOMERY COLLEGE

## TIMELINE



# Challenges

- Linkage to other decision making processes; linkage to strategic planning and budgetary processes
- Incorporate program prioritizations and disposition
- Data analyses
- Value of process, outcomes, and impact by all levels of institutional leadership

# References

- Conrad, C. F., Wilson, R. F. (1985) *Academic Program Reviews: Institutional Approaches, Expectations, and Controversies*. Association for the Study of Higher Education (ASHE) ERIC Higher Education Report No. 5, Washington, D.C.
- Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services*. San Francisco, CA. Jossey-Bass.
- Kuk, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015) *Using Evidence of Student Learning to Improve Higher Education*. San Francisco, CA. Jossey-Bass.
- Wehlburg, C. M. (2008) *Promoting Integrated and Transformative Assessment: A Deeper Focus on Student Learning*. San Francisco, CA. Jossey-Bass.
- *Montgomery College Website*: [www.montgomerycollege.edu/car](http://www.montgomerycollege.edu/car)