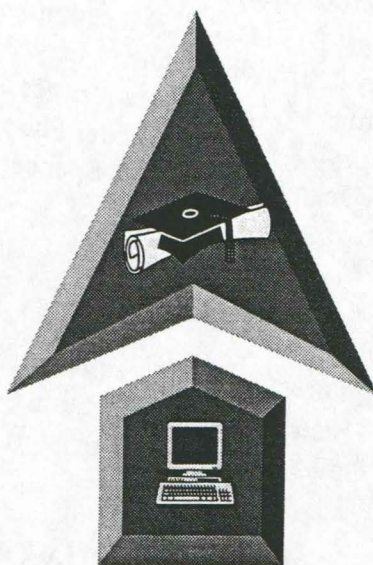


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Iowa's Community Colleges



Program Review and Evaluation System

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges
Date: March 14, 1996

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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**IOWA'S COMMUNITY COLLEGES
PROGRAM REVIEW AND EVALUATION SYSTEM**

Table of Contents

Introduction	1
Aim	2
Objectives	2
Expected Outcomes	2
Designing the Program Evaluation Process.....	3
Establishing the Program Evaluation Cycle	3
Evaluation Components.....	3
Data Collection.....	5
Designing the Program Improvement Plan	5
Summative Program Evaluation Report.....	6
Appendices:	
Appendix A: Data Elements	7
Appendix B: Definitions of Terms	11
Appendix C: Code of Iowa.....	12
Appendix D: Bibliography	15

COMMUNITY COLLEGE PROGRAM REVIEW AND EVALUATION SYSTEM

INTRODUCTION

Community colleges have emerged as the nation's fastest growing segment of education. With emphasis on accountability and the strengthening of institutional effectiveness, the General Assembly enacted legislation Code of Iowa, Chapter (260C.47A), requiring the development of new state accreditation standards for Iowa's 15 community colleges. The legislation outlined requirements for standards and a new accreditation process for community colleges which address issues of quality, access, accountability, and institutional improvement.

An integral component of the new state accreditation process is the Community College Program Review and Evaluation System (CCPRES). This system recognizes that each community college currently has a program evaluation process in place which has been used to determine strengths and identify areas needing improvement. The intent of CCPRES is for the colleges to adjust and amend their evaluation process to meet the state requirements rather than to design or develop a totally new assessment process.

The college program evaluation will describe the process to assess career option and vocational-technical programs in a systematic manner. The process will address the criteria required by the Iowa Department of Education to assure quality, access, and accountability, as well as a procedure to overcome weaknesses identified in the evaluation process. Colleges will provide data which will assist the department in documenting the quality of community college program outcomes.

A component of the college program evaluation process will outline how the program assessment integrates with the state accreditation. The evaluation of programs is an internal review process which is a component of the institution's self-study. The process the college establishes for the program evaluation may expand, be similar, or unique to the full institution's self-study. College faculty and staff are better able to determine how their program evaluation process enhances the total college self-study needed for the department and North Central Association accreditations.

The intent of this document is to outline the expectations of the department in the design and development of Iowa's CCPRES. This system shall address and provide assurances that quality, access, and accountability are evident in each community college vocational education program offering.

It is the expectation of the department that community colleges will have program review and evaluation plans submitted by July of 1996 for approval. Colleges will implement the plans during the fiscal year of 1997 with data reported to the department by August of 1997.

AIM OF THE PROGRAM REVIEW AND EVALUATION SYSTEM

The aim of the CCPRES is to assist Iowa's community colleges in developing, implementing, and maintaining a systematic program assessment process for the continued improvement of career option and vocational-technical programs. Outcomes of this process will provide assurance to the department, the legislature, business/industry/labor, and the public that quality, access, and accountability are evident in community college instructional program offerings. The legislative authority for this requirement is the Code of Iowa, Chapter 260C.47.

Implementation and maintenance of this system will enable the Division of Community Colleges and Workforce Preparation (DCCWP) to fulfill its aim, as follows:

To enhance the capacity of Iowa's education system, through workforce preparation and community colleges, to provide our youth and adults with skills and knowledge to participate fully in society.

Objectives

The major objectives of the CCPRES are to ensure:

1. that each community college has a systematic process to evaluate the quality and the effectiveness of career option and vocational-technical programs; and
2. that the department has reliable and adequate data to respond to public and legislative requests, and to document and promote community college programs.

Expected Outcomes

- Each community college will maintain an adequate data system to document program trends, make informed decisions, and address educational challenges facing the institution in order to meet the goals of students and the needs of business/industry/labor and the community.
- Community colleges will have adequate information to strengthen programs, promote access, and ensure efficient utilization of resources.
- The quality of community college programs will continually improve through the implementation of a systematic assessment process which ensures the collection and analysis of data and documentation of the programs' attributes.
- The public will have an increased understanding of the quality and value of community college programs.

Designing the Program Evaluation Process

Each community college will plan, develop, and implement a program review and evaluation process. The DCCWP will provide technical assistance to community colleges, as needed, for the development and implementation of the process.

Each college will:

- establish an interdisciplinary assessment team with the responsibility to review and recommend ways to improve the quality of instructional programs;
- design and implement a program review process which will include the identification of data to be collected, the analysis of these data, and the utilization of results to improve programs (Appendix A);
- establish a systematic program assessment cycle which will ensure that each program is reviewed at least once every five years;
- design plans which utilize data and results of analyses to overcome weaknesses and strengthen the quality of programs; and
- submit the program evaluation process to the department for review and approval.

Establishing the Program Evaluation Cycle

To ensure a systematic internal review process, each community college will establish a program review cycle in which each program will be reviewed at least once every five years. The proportion of programs to be reviewed annually is automatically established in the cycle. A two-year cycle indicates that 50 percent of all programs will be reviewed annually. Subsequently, a three- or five-year cycle implies that one-third or one-fifth of all programs will be reviewed annually.

Evaluation Components

For uniform reporting of data, institutions will use the required sections as defined in Appendix A. Institutions may also identify other desirable information to include in the program evaluation process. The program evaluation process will address the following program areas:

CURRICULUM: The process will include an outline of the institution's formal process for development and revision of the program curriculum including purpose, objectives, methods of instruction, and personnel.

RECRUITMENT/ ADMISSIONS:	Recruitment will be reviewed in terms of the promotional information available to current prospective students, as well as efforts made to increase the participation of under-represented participation.
EDUCATIONAL RESOURCES:	The process will identify the educational resources available in the program. assessment of the resources will include currency of the materials and equipment, the availability of program-related materials, and adequacy of financial resources.
ADVISORY COMMITTEE:	The review will assess the effectiveness of the program advisory committee, the composition of the members in terms of gender, frequency of meetings, and its role in maintaining quality.
STUDENT ACHIEVEMENT:	The process will consider trends in student achievement. This may include performance results of graduates in professional or certification examinations, portfolios, or state or national licensure requirements.
COMPLETION:	The process will consider the success rates of students enrolled in the program in terms of their ability to stay and complete the program requirements or successfully achieve identified goal(s).
GRADUATION:	Graduation rates will be reviewed in terms of institutional expectations and "completion" data.
PLACEMENT:	Placement will be reviewed in terms of how successful graduates of programs obtain employment in their area of study. Students who enlist in the military, continue their education, and those who are not seeking employment will be considered as being placed.
STUDENT SATISFACTION:	The perceptions of program enrollees will be reviewed in terms of the adequacy and appropriateness of knowledge and skills learned.
EMPLOYER SATISFACTION:	The perceptions of the employers of graduates/completers will be reviewed in terms of their satisfaction with the performance of program graduates/completers the workforce.
STAFF RECRUITMENT/ DEVELOPMENT:	The process will consider the qualification of instructors for programs, the maintenance of licensure requirements, the staff development policy, and the ratio of staff to students enrolled in the program.

Data Collection

A list of data elements provided in Appendix A have been grouped into three sections. Section I consists of annual data the department will require. The data will include: (1) basic enrollment information; (2) racial/ethnic characterization; (3) members of special populations; (4) educational awards; and (5) placement.

Section II consists of data required for the college's internal program assessment/evaluations and for use, in addition to section I data, during the state accreditation process. The data will include: (6) student goal identification; (7) skills gained by students in the program; (8) student satisfaction after graduation; (9) employer satisfaction; and (10) advisory committee evaluation.

Section III consists of desired, but not required, information. However, institutions may collect the data for internal decisions or for promotional purposes. The data will include: (11) wages; (12) student satisfaction before graduation; and (13) student goal achievement. Colleges may provide required data utilizing the Management Information System (MIS).

Designing the Program Improvement Plan

Each institution, following its internal program evaluation process, will develop a program improvement plan which addresses weaknesses or concerns identified. A report of the findings, including the improvement plan, will be submitted to the department. The plan should include:

- strategies to sustain strengths and address recommendations;
- procedures to study aspects of the programs identified as needing improvement; and
- an implementation timeline.

In designing the improvement plan, a suggested plan would be the Plan-Do-Study-Act (PDSA) cycle, or a similar strategy designed to improve quality of programs. The PDSA cycle includes collection and analysis of data, developing, implementing, and monitoring an improvement plan, and continuing evaluation of the results. A step-by-step approach using the PDSA cycle may include the following:

Step I: Identification or benchmarking of possible interventions to address weaknesses or concerns in the program. This may require a listing of all the desirable attributes of each intervention. The best intervention based on results of data collection and analysis is selected to address program improvement.

Step II: Modification of selected intervention to help institutions find solutions to the identified weaknesses. This will include the determination of assessment criteria and all appropriate data to measure the effectiveness of the intervention on program outcomes.

Step III: Inclusion of necessary data gathering and analysis of data in terms of identified problems. The information is then compared to the data from the original status of the program, and results summarized using histograms, scatter diagrams, or other related methods.

Step IV: Based on the information gathered in Step III, the intervention is applied (preferably on a small scale) to improve the identified problems. Step I is repeated if the intervention did not show satisfactory results or where more improvement is desired.

Summative Program Evaluation Report

At the end of every fiscal year, each college will provide a summative data report on programs evaluated during that year. The report should include:

- basic program data (only required data in Appendix A);
- information from follow-up studies such as student satisfaction;
- findings, recommendations, and concerns of the assessment team and Program Advisory Committee;
- improvement plan to address deficiencies; and
- progress made to improve the quality of those programs evaluated during the preceding year.

A copy of the report will be submitted to the department while the original information will be maintained at the college campuses to be reviewed during the department interim and comprehensive accreditation visits.

The report will include the number of programs evaluated, the findings (including recommendations), the proportion of reviewed programs which needs improvement, and progress made in the improvement of the quality of programs evaluated in the preceding years.

Each community college report will be reviewed in terms of consistency to the institution's program assessment process. The department will then prepare a summary report based on a collaboratively agreed upon formative between the colleges and the department.

Appendix A: Data Elements

The data elements were developed by a committee made up of Department of Education staff and individuals representing the community college chief academic officers. The data elements have been divided into three groups: (1) Data Required Annually; (2) Data Required for Program Assessment and Evaluations; and (3) Data Desired to Give More Insight. Colleges will submit the required data annually and subsequent data if a program is assessed or evaluated. The Bureau of Community Colleges (BCC) will review data elements identified as part of the institution's plan to improve the quality of programs. Colleges will be encouraged to modify and adapt any section of the data elements to meet their goals.

Section I: Data Required Annually

1. Basic Enrollment Information

- (1) Full-time students (12 credit hours or more)
- (2) Part-time students (less than 12 credit hours)
- (3) Continuing students
- (4) Program graduates
- (5) Program completers
- (6) Goal attainers (complete identified goal)

2. Racial/Ethnic Characterization

- (1) White (not of Hispanic origin)
- (2) Black (not of Hispanic origin)
- (3) Asian or pacific islander
- (4) Hispanic
- (5) American Indian or Alaska native
- (6) Biracial (progeny of 2 racial/ethnic groups)
- (7) Unknown (no. of students who did not respond)

3. Members of Special Populations

- (1) Students with disabilities
- (2) Educationally disadvantaged students
- (3) Economically disadvantaged students
- (4) Limited English proficiency
- (5) Non-traditional students
- (6) Criminal offenders
- (7) Displaced homemakers
- (8) Single parents/single pregnant women

4. Educational Award(s)

- (1) AA degree
- (2) AAA degree
- (3) AAS degree
- (4) AGS degree
- (5) AS degree
- (6) Certificate
- (7) Diploma
- (8) Other

5. Placement

- (1) Program related
- (2) Non-program related
- (3) Full-time (35 hrs. or more per wk)
- (4) Part-time (less than 35 hrs. per wk)
- (5) Military
- (6) Unemployed, but seeking
- (7) Unemployed, but not seeking

Section II: Data Required for Program Assessment and Evaluation

6. Student Goal Identification

- (1) Prepare to enter the job market
- (2) Improve skills for present job
- (3) Prepare to change careers
- (4) Meet certification/licensure requirements (other than for initial job entry)
- (5) Transfer to another college/university
- (6) Explore courses to decide on a career
- (7) Self improvement/improve basic skills
- (8) Personal interest
- (9) Undecided/unknown

7. Skills Gained

- (1) Gains in basic and advanced academic skills.
- (2) Gains in specific occupational competencies.

8. Student Satisfaction (After Graduation)

- (1) The program prepared me for my occupational area.
- (2) The program helped me to improve my performance on the job.
- (3) The program created opportunity for my advancement or increased responsibility on the job.
- (4) The program provided me with an educational foundation for further learning.
- (5) The program has helped me to respond to my present needs.
- (6) The program helped me to develop a task-oriented attitude.

9. Employer Satisfaction

- (1) The employee produces quality work.
- (2) The employee observes rules and regulations related to the job.
- (3) The employee works effectively with others in the workplace.
- (4) The employee has the skills to do the job for which he or she was prepared.
- (5) The employee demonstrates knowledge of the industry.
- (6) The employee has potential for advancement and/or increase in responsibility.
- (7) The employee shows initiative on the job.
- (8) The employee follows instructions on the job.
- (9) The employee uses tools and equipment properly.
- (10) The employee pays close attention to job details.

10. Advisory Committee Satisfaction

- (1) The program is structured to meet the needs of students.
- (2) The program has realistic, defined, and achievable goals.
- (3) The curriculum provides occupational and academic skills for which it was designed.
- (4) The curriculum for the program is developed to meet current job requirements for graduates.

Section III: Desired Data

11. Wages (Hourly)

- (1) High
- (2) Median
- (3) Low

12. Student Satisfaction (Before graduation)

- (1) The program is helping me to develop/improve the skills I need for a job in the field.
- (2) The program is helping me to achieve my goal.
- (3) The program is helping to develop a positive work attitude.
- (4) The program is providing me with occupational and academic competencies (critical thinking, communication, problem-solving, computation, working with others, etc.).
- (5) The program is providing me with an educational foundation for learning.
- (6) The program is providing me with the experience to operate tools and equipment safely.
- (7) The program is exposing me to new techniques in this field.

13. Goal Achievement

- (1) Prepare to enter the job market.
- (2) Improve skills for present job.
- (3) Prepare to change careers.
- (4) Meet certification/licensure requirement (other than for initial job entry).
- (5) Transfer to another college/university.
- (6) Explore courses to decide on a career.
- (7) Self improvement/improve basic skills.
- (8) Personal interest.

Appendix B: Definitions of Terms

PROGRAM:	A coherent sequence of courses designed to prepare individuals for employment in a specific occupational area which leads to a degree, diploma, or certificate.
PROGRAM EVALUATION:	A process through which information on community college programs is assembled, summarized, disseminated, and utilized to enhance the quality of programs.
PROCESS:	A series of actions designed to respond to when, where, and how a program is offered to maximize particular desired results.
ASSESSMENT:	A formalized practice or procedure that is used to conduct an efficient and comprehensive study of programs for self improvement.
ATTAINMENT:	The level of student performance according to a specific set of desired outcomes.
PLACEMENT:	The engagement of graduates and/or completers into employment (as a proprietor or employee), further training or education, or into the military.
STANDARD:	The expected rate or level of achievement.
PROGRAM GRADUATE:	A student who has fulfilled all the requirements of a program leading to a degree diploma, or certificate.
PROGRAM COMPLETER:	A student who leaves a program after completing the entire sequence of occupational courses in the program, without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.
SUPPLEMENTARY SERVICES:	Any modification in curriculum, equipment, or classroom and the provision of supportive personnel or instructional aides and devices (beyond the general basic services) targeted groups and members of special populations to receive instruction in the least restrictive environment.
WAGES:	Any payment (salaried or hourly) for labor or services received by graduates or completers as a result of the skill(s) and/or knowledge acquired from the program.
BASIC AND ADVANCED SKILLS:	Skills in communication, mathematics, and the sciences involving knowledge and comprehension leading to higher-order thinking skills, analysis, interpretation, problem-solving, and decision-making.
CRITICAL COMPETENCIES:	Those competencies determined by the college to be essential for employment.
SPECIAL POPULATIONS:	Students with disabilities, students who are disadvantaged, students who are limited English proficient, students preparing for nontraditional occupations, and criminal offenders.

**Appendix C: Code of Iowa (26OC.47):
Accreditation of Community College Programs**

1. The state board of education shall establish an accreditation process for community college programs by July 1, 1994. The process shall be jointly developed and agreed upon by the department of education and the community colleges. The state accreditation process shall be integrated with the accreditation process of the north central association of colleges and schools, including the evaluation cycle, the self study process, and the criteria for evaluation, which shall incorporate the standards for community colleges developed under section 260C.48; and shall identify and make provision for the needs of the state that are not met by the association's accreditation process. If a joint agreement has not been reached by July 1, 1994, the approval process provided under section 260C.47, subsection 4, shall remain the required accreditation process for community colleges. For the academic year commencing July 1, 1995, and in succeeding school years, the department of education shall use a two-component process for the continued accreditation of community college programs.
 - a. The first component consists of submission of required data by the community colleges and annual monitoring by the department of education of all community colleges for compliance with state program evaluation requirements adopted by the state board.
 - b. The second component consists of the use of an accreditation team appointed by the director of the department of education, to conduct an evaluation, including an on-site visit of each community college, with a comprehensive evaluation to occur during the same year as the evaluation by the north central association of colleges and schools, in an interim evaluation midway between comprehensive evaluations. The number and composition of the accreditation team shall be determined by the director, but the team shall include members of the department of education staff and community college staff members from community colleges other than the community college that conducts the programs being evaluated for accreditation.
 - c. Rules adopted by the state board shall include provisions for coordination of the accreditation process under this section with activities of accreditation associations, which are designed to avoid duplication in the accreditation process.
2. Prior to a visit to a community college, members of the accreditation team shall have access to the program audit report filed with the department for that community college. After a visit to a community college, the accreditation team shall determine whether the accreditation standards for a program have been met and shall make a report to the director and the state board, together with a recommendation as to whether the program of the community college should remain accredited. The accreditation team shall report strengths and weaknesses, if any, for each program standard and shall advise the community college of available resources and technical assistance to further enhance strengths and improve areas of weakness. A community college may respond to the accreditation team's report.

3. The state board shall determine whether a program of a community college shall remain accredited. If the state board determines that a program of a community college does not meet accreditation standards, the director of the department of education, in cooperation with the board of directors of the community college, shall establish a plan prescribing the procedures that must be taken to correct deficiencies in meeting the program standards, and shall establish a deadline date for correction of the deficiencies. The deadline for correction of deficiencies under a plan shall be no later than June 30 of the year following the on-site visit of the accreditation team. The plan is subject to approval of the state board. Plans shall include components which address meeting program deficiencies, sharing or merger options, discontinuance of specific programs or courses of study, and any other options proposed by the state board or the accreditation team to allow the college to meet the program standards.
4. During the time specified in the plan for its implementation, the community college program remains accredited. The accreditation team shall revisit the community college and shall determine whether the deficiencies in the standards for the program have been corrected and shall make a report and recommendation to the director and the state board. The state board shall review the report and recommendation, may request additional information, and shall determine whether the deficiencies in the program have been corrected.
5. If the deficiencies have not been corrected in a program of a community college, the community college board shall take one of the following actions within sixty days from removal of the accreditation:
 - a. Merge the deficient program or programs with a program or programs from another accredited community college.
 - b. Contract with another educational institution for purposes of program delivery at the community college.
 - c. Discontinue the program or programs which have been identified as deficient.
6. The director of the department of education shall give a community college which has a program which fails to meet accreditation standards at least one year's notice prior to removal of accreditation of the program. The notice shall be given by certified mail or restricted certified mail addressed to the superintendent of the community college and shall specify the reasons for removal of accreditation of the program. The notice shall also be sent by ordinary mail to each member of the board of directors of the community college. Any good faith error or failure to comply with the notice requirements shall not affect the validity of any action by the director. If, during the year, the community college remedies the reasons for removal of accreditation of the program and satisfies the director that the community college will comply with the accreditation standards for that program in the future, the director shall continue the accreditation of the program of the community college and shall transmit notice of the action to the community college by certified mail or restricted certified mail.

7. The action of the director to remove a community college's accreditation of the program may be appealed to the state board. At the hearing, the community college may be represented by counsel and may present evidence. The state board may provide for the hearing to be recorded or reported. If requested by the community college at least ten days before the hearing, the state board shall provide for the hearing to be recorded or reported at the expense of the community college, using any reasonable method specified by the community college. Within ten days after the hearing, the state board shall render a written decision, and shall affirm, modify, or vacate the action or proposed action to remove the college's accreditation of the program. Action by the state board is final agency action for purposes of chapter 17A.

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To: Dr. Ullom

Per your request, below are some of the criteria which I have used to evaluate the program evaluation processes from Iowa's community colleges: Please review in terms of completeness and validity.

1. Organization This includes the institution's mission, purpose and objectives of the program evaluation process for the college.
2. The existence of an interdisciplinary team to develop and implement the program evaluation process.
3. The establishment of different committees to handle different facets of the program evaluation process....from development, collection of data, and writing the reports.
4. The distribution of roles within the college administrative hierarchy and the involvement of staff and students in the development and implementation of the process.
5. The structure of the document including content, pagination, references, and appendices, and how easily the document could be followed.
6. The approach to the eleven -point educational domains of the state Program Review and Evaluation system.
7. The comprehensiveness of the data collection instruments or processes to address the eleven-points above.
8. The presence of the program evaluation cycle. Only the process is required. Listing of programs is not necessary at this point.
9. The scope and depth of the document, the program improvement plan, and the report format for the evaluation process.
10. The establishment of a college coordinator for the program evaluation system.

Let me know what you think!!.

Fidelis

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