



# **Instructional Program Review Manual**

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## Mission

Central Texas College provides accessible and quality educational opportunities that support a diverse student population and promotes student success, completion and employability.

## Vision

Central Texas College serves our diverse global community through engaging and innovative education.

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## Purpose

Instructional Program Review is an essential part of academic stewardship and assists the college in continuous analysis and improvement in service to students in keeping with the institutional mission.

Central Texas College places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty engages in the Instructional Program Review process as an opportunity for reflective evaluation of the program's curriculum, delivery, and impact on student learning. The methodology contained in this manual is an aid to the orderly and regular process of research and change.

## Instructional Program Review

Central Texas College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates that the institution is effectively accomplishing its mission. The Instructional Program Review process ensures that CTC maintains instructional and non-instructional programs and services that are directly related and appropriate to its mission and goals. The primary purpose of the Instructional Program Review is to improve or enhance support services, programs, curriculum, courses, teaching, and learning. Personnel identify strengths and areas for improvement in order to determine current needs and plan for the future direction of the program or area.

Periodic Instructional Program Review is a critical component of Central Texas College's commitment to continuous improvement and alignment of its mission and strategic plan with its curricular and co-curricular programs. In the periodic review, programs and departments are reviewed every three years. Instructional Program Review follows the adoption of the Strategic Plan and provides each department with the opportunity to reflect on its programs; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years.

Each department will submit the Instructional Program Review in Taskstream.

1. Each academic program within the unit will be reviewed using the program assessment rubric.
2. The department will be reviewed using the results of the program assessment reviews and the department level data in the Instructional Program Review template.

The resulting analysis will be provided to the Deans and the Deputy Chancellors to assist them in strategic decision making and resource allocation. The results will also be made available to the college community.

## Conducting the Instructional Program Review

### Steps and Timeline for the Review

#### Year 1

Activity and Deadline	Instructions
<b>1 Orientation – November 6</b>	<b>Workshop:</b> Participate in Instructional Program Review workshop offered by Institutional Effectiveness department.
<b>2 Identify Instructional Program Review participants – November 30</b>	<b>Decide who will be part of the process for your department and provide the Instructional Program Review Manual.</b> Consider how you might include input from the following resources – some may be on the committee, others you may survey. <ul style="list-style-type: none"><li>▪ Department chair</li><li>▪ Program coordinator</li><li>▪ Faculty of the program and/or other program(s)</li><li>▪ CTC staff (advising, developmental, tutoring, library, student life, others as applicable.)</li><li>▪ Site representative(s)</li><li>▪ Program advisory board members</li><li>▪ Students and alumni</li><li>▪ Employers</li><li>▪ Community</li><li>▪ Program coordinators and faculty at peer institutions</li></ul> (Remember to cite contributors and resources consulted in your report.)
<b>3 Complete program overview in the AMS – January 20</b>	<b>Program purpose.</b> Describe why CTC offers this program and how it fits with the college mission. Include need and target audience. Attach program marketing materials. <b>Program learning outcomes.</b> List the main objectives of the program (Key themes and learning outcomes) and attach Program Maps showing how those competencies are taught. See the web page <a href="http://www.ctcd.edu/loa">www.ctcd.edu/loa</a> for resources. <b>Scope of the program.</b> Include tables covering current faculty, qualifications, delivery locations and methods, and enrollment / completion data.

**Program update process.** Describe the department’s normal process for program evaluation and revision (ongoing / annual), showing how the program has been kept up to date on an ongoing basis. Include a log of program / curriculum changes over the past 3 years, including rationale. This establishes a starting point and provides context for the upcoming review.

**Specialized program resources** (optional) – Describe or list the equipment and other resources needed to keep the program current. Specialized assets might include an airport, airplanes flight simulators, horses, cattle, land, barns, greenhouse, tractors, nursing labs, practice ER, ambulance, and the like.

**4 Complete assessment plan section in the AMS – January 20**

**Assessment Plan.** Based on the program maps, identify which competencies will be reported annually for institutional program assessment on students completing or nearing completion of your programs (capstone). Include sampling strategy in the plan.

**External evaluation plan.** Indirect measures of program effectiveness such as:

- Student and alumni satisfaction surveys / comments
- Employer and internship-supervisor satisfaction surveys / comments
- Other community and professional feedback, such as comments from faculty of peer institutions teaching this program; receiving institutions of transfer students.

**Institutional review and feedback – February 4**

**Institutional review committee** comprising the Deputy Chancellor, Education Program and Support Services; Dean, Central Campus; Director, Institutional Effectiveness to review the submitted materials and approve or specify improvements. Program coordinator or department chair to respond to recommendations of Institutional Review Committee within 30 days.

**5 Assessment - Spring term before final exams**

**Conduct assessments** during the spring term according to the plan and sampling strategy.

**6 Record results – May 31**

**Assessment results** – Gather results from participating faculty and synthesize into research report, including data tables and analysis. Data report and summaries are to be based on the assessment plan. *To be added*



*annually*, diagnosing areas for improvement and illustrating a pattern of improvement.

**External evaluation results** – Compile results from planned evaluation strategies and synthesize into research report, including data tables and analysis.

- 7 Record Use of Results – June 30**
- Share lessons learned with program faculty and determine course of action. Discuss plans for the program during the next 3 years, including strategies to accomplish the goals.
  - Record *Use of Results* plan and decisions made in the AMS. Record changes made based on data and external evaluation recommendations.
  - Post annual updates.

**Institutional review – July 15** Approval or feedback [to be specified]

- 8 Implement improvement strategies – August 15** Incorporate any curricular or assessment changes into courses.

### Years 2 and 3

- 1 Assessment - Fall term before final exams** **Conduct assessments** during the fall term according to the plan and sampling strategy.
- 2 Reporting - January 31** **Report assessment data** in the AMS. If data is in the same model as prior cycles, combine into a summary table with assessment-cycle columns. Review assessment strategy and revise plan if needed. Record changes in *Use of Results* area in the AMS.
- 3 Assessment - Spring term before final exams** **Conduct assessments** during the spring term according to the plan and sampling strategy.
- 4 Reporting – May 31** **Report assessment data** in the AMS. If data is in the same model as prior cycles, combine into a summary table with assessment-cycle columns.
- 5 Use of results – June 30**
- Share lessons learned with program faculty and determine course of action. Discuss plans for the program during the next 3 – 5 years, including strategies to get there.

- Record *Use of Results* plan / decisions made in the AMS. Record changes made based on data and external evaluation recommendations. Continue posting annual updates.

**Institutional review – July 15**      Approval or feedback [to be specified]

**6 Implement improvement strategies – August 15**      Incorporate any curricular or assessment changes into courses.

**Year 4 is the new Year One**      Start new Instructional Program Review

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## Central Texas College Core Values

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1. Belief in the worth and dignity of the individual
  2. Excellence in all aspects of operations
  3. Highest standards of ethical professional practice
  4. Accountability and responsibility in the stewardship of public trust and resources
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## Central Texas College Strategic Priorities

### **Priority 1 – Enhance student success**

- Increase completion rates for certificate and degree-seeking students
- Enhance services and processes to promote student success
- Implement new initiatives in support of the Quality Enhancement Plan

### **Priority 2 – Expand instructional programs and support services to students**

- Evaluate the efficacy and relevancy of current and new instructional programs, delivery methods, and support services
- Maximize utilization of current facilities and resources for course offerings
- Continuously monitor and assess enrollment trends to effectively meet student needs

### **Priority 3 – Continuous assessment and improvement of operations and services**

- Improve communications locally and worldwide
- Decrease barriers to enrollment
- Ensure efficient use of technology

### **Priority 4 – Modernize, improve, and expand infrastructure and facilities**

- Provide reliable high speed network services
- Enhance campus environment
- Ensure classrooms are optimal for teaching and learning Goal
- Ensure work spaces are conducive to productivity

### **Priority 5 – Support and serve our community locally and worldwide**

- Promote CTC's mission and values through community outreach
- Support, empower, and appreciate employees in order to meet ongoing changing needs
- Continue to seek and evaluate opportunities to offer programs worldwide
- Identify, cultivate, develop, and maintain relationships with stakeholders



## Cycle of Instructional Program Reviews

**CTC has established the following 3- Year Instructional Program Review cycle based on academic departments/programs:**

### **2017-2018**

Aviation  
Emergency Medical Technician/ Paramedicine  
Homeland Security and Emergency Management  
Mathematics  
Medical Lab Technician  
Nursing  
Paralegal/Legal Assistant

### **2018-2019**

Business Administration  
Child Development/Teacher Education  
Communication and Media Technology  
Histology  
Hospitality Management  
Industrial Technology  
Kinesiology  
Mental Health Services  
Office Technology  
Social and Behavioral Science

### **2019-2020**

Communications  
Computer Information Technology and Systems  
Developmental Studies  
Drafting & Design  
English as a Second Language (ESOL)  
Fine Arts  
Protective Services  
Science & Agriculture