



# Departmental Review: 2010-11

## JOLIET JUNIOR COLLEGE VISION

Joliet Junior College, the nation's first public community college, will be a leader in teaching and learning, and the first choice for postsecondary education.

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# INTRODUCTION

## Definitions

Program and departmental review is a process in which faculty and professionals articulate program goals and evaluate results over the program they administer. A program is any activity that consumes budget dollars and resources and that fulfill a specific need. A department, on the other hand, generally manages several programs, including the budgeting, staffing, equipment, and space needs of a program. Programs and departments selected for review are articulated in the program and department review schedules at the end of this guide.

## Purpose of this Guide

The purpose of this guide is to provide a process for conducting program and departmental review. While programs and departments are free and encouraged to elaborate on the processes articulated in this guide, it is important to note that program review is an integral component of accreditation through the Higher Learning Commission and recognition through the Illinois Community College Board.

## Overview of Planning Processes at JJC

Program review is a type of action planning and supports and informs the overall college operational plan. More information about planning processes at JJC can be found in the annual Operational Plan, updated every October.

## Assessment

The Student Learning Committee coordinates academic assessment processes at JJC. JJC hired a full-time assessment coordinator in January 2010. The coordinator works with academic and student service areas in the development of overall student learning and assessment strategies for the college.

## Planning Areas

As required by ICCB, all community colleges in Illinois are required to submit program reviews every five years, although many programs select to go through the process on an annual basis. Program reviews are conducted in the following areas:

- Career & Technical Education Programs
- Academic Disciplines. “Academic disciplines” are defined as the courses and sequences in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences.
- For Cross-Disciplinary Programs (general education, adult education/ESL, developmental, vocational skills, and transfer functions)
- For Administrative and Student Service Programs and Departments

Each program area has unique goals, performance measures, and resource needs. Thus, different program review processes will be developed for different areas. **This document is concerned with the review of departments that are situated in student service and administrative departments and areas.**



# DEPARTMENTAL REVIEW TEMPLATE

## Template Overview

Templates will be based on the [ICCB Program Review Manual](#). However, programs and departments are free to include additional questions or modify the template to meet their own needs.

## Helpful Tips

- Many programs and departments are required to submit evaluations to accreditation, granting and other government agencies. In general, nearly all of this information can be used in the program review process.
- Program outcomes and measures do not necessarily have to be quantitative in nature. Interviews, focus groups, and performances are all valid methods for evaluating programs.
- Keep the number of goals and measures few and simple. You can expand over the course of several years.
- Conduct a SWOT analysis of your program (Strengths, Weaknesses, Opportunities, and Threats). This will help clarify external and internal trends and who your stakeholders and their needs are.

## Data Templates and Resources

The Office of Institutional Research & Effectiveness will develop appropriate data templates for program review use. Templates will be updated annually and contain information relevant to each program, depending upon the area. In order to be consistent with the development of the Academic Plan, templates will be updated every September for the academic year prior to the review. Data templates will include the following information:

- Enrollment by program/department
- Faculty and staff by program/department
- Unit cost by program
- Labor market projections
- Number of degrees and certificates awarded

Other information can be requested from the Office of Institutional Research & Effectiveness. In addition, the office conducts many studies and research that could provide valuable information in the process of developing your program's review. Nearly all of this information is available online and open to the general public. These data sources, along with the approximate date of availability, include:

- Community College Survey of Student Engagement (CCSSE) – October
- Personnel Assessment of the College Environment (PACE) – August
- Underrepresented Groups in Higher Education Report – May
- Institutional Report Card
- Performance Report
- Fall and Spring Census briefings
- Environmental Scanning reports



Below is a listing of suggested indicators for use in the review of student service and administrative areas from the [ICCB Program Review Manual](#).

INDICATOR AREA		
Quality	Need	Cost
<ul style="list-style-type: none"> <li>• Student/User Satisfaction Surveys</li> <li>• Licensure Examination Pass Rate</li> <li>• Retention/Persistence</li> <li>• Course/Program Completion Rates</li> <li>• Innovative Program Components</li> <li>• Employer Satisfaction Surveys</li> <li>• Transfer Rates</li> <li>• Transfer Performance</li> <li>• Articulation</li> <li>• Faculty/Staff/Student Ratio</li> <li>• PT/FT Faculty Ratio</li> <li>• Number &amp; Qualification of Faculty/Staff</li> <li>• Evidence of Professional Development</li> <li>• Faculty/Staff Evaluations</li> <li>• Accreditation Reports</li> <li>• Student Goal Achievement</li> <li>• Length of Time to Complete Program</li> <li>• Accuracy of Information</li> <li>• Accessibility of Information/Services</li> <li>• Coordination with Other Services</li> <li>• Ease of Utilizing Services</li> <li>• Analysis of User Participation</li> <li>• Enrollment</li> <li>• Availability and Variety of Services</li> <li>• Facilities and Equipment</li> <li>• Advisory Committee Input</li> <li>• Timeliness of Information</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Headcount</li> <li>• Enrollment FTE</li> <li>• Credit Hours Produced</li> <li>• Data on District Residents</li> <li>• Level of Participation or Usage Rates</li> <li>• Accreditation Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Cost Compared to Statewide Average</li> <li>• Cost Per Program Completer/User</li> <li>• Cost Analysis</li> <li>• Cost/Revenue Analysis</li> <li>• Accreditation Reports</li> </ul>



# CALENDAR

## Alignment with the College Strategic Plan

The departmental review process follows the college and ICCB program review dates and processes. By following the calendar below, you will be ready to complete the program review process and provide evidence that programmatic learning and service goals are met, along with identifying areas that need improvement.

The calendar below is an advisory guide. Many departments will conduct a review on an annual basis and can use the calendar as a helpful way to organize their processes or develop one on their own.

**However, there are two requirements for programs that are required to submit a program review to ICCB in a calendar year (see the student and administrative services schedule):**

1. Departments must follow the student and administrative services template. Additional information and creativity is always encouraged, but questions in the template must be addressed.
2. Departments must submit the program review, signed by the appropriate vice president or designee to the institutional research and effectiveness office by June 30, 2011.

**The following calendar is not required, but provides a helpful framework for ensuring your program review is completed on time.**

Date	Activity	Your Responsibility	Support and Help
<b>October 2010</b>	Program review templates available	Develop or articulate your current program or department mission statement Identify goals Identify major functions Identify internal and external stakeholders (students, other employees, etc.)	Contact your vice president for assistance in identifying core functions  Review other program reviews online by conducting a google search for examples
<b>January 2011</b>	Identify performance measures	Identify ways of ensuring how effective your program is in completing major functions Consider how you are helping your stakeholders meet their needs.	Contact your vice president for assistance  The Institutional Research Office can assist in providing and identifying data sources
<b>May 2011</b>	Report outcomes	Report on your program is doing Answer where you want your department or program to be in 3-5 years by describing what changes you would like to make. Submit the program review information using the appropriate template. All program reviews must be signed off by the appropriate VP or designee.	Contact your vice president or the Institutional Research office
<b>June 2011</b>	Program Review submitted to ICCB	The IR office is responsible for submitting program reviews to ICCB using the online format.	All academic program reviews must be signed off by the dean.



# DEPARTMENTAL REVIEW TEMPLATE

Program or Department Mission:

Major Functions:

Internal & External Stakeholders:

See AQIP Systems Portfolio, Ch. 3, pg. 39 for a framework:

<http://www.jjc.edu/about/college-info/institutional-research/aqip/Documents/2008-category-3.pdf>

Identify Current Annual Goals:

Identify Measures for Ensuring Goals are Met:

Report Outcomes:

Improvements & Rationale for Action

*A brief description of the improvements made since the last program review or last year or reasons for other program decisions, proposed action plan for future improvements and an estimated timeline.*

Principle Assessment Methods Used in Quality Assurance for this Program (if applicable):

- Standardized assessments
- Student surveys
- Analysis of enrollment, demographic, and cost data
- Focus groups or interviews
- Other:

Where do you want your department or program to be in 3-5 years?

Describe what changes you would like your department or program to make in the upcoming years.

Statewide Program Issues (if applicable)

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered that cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.

Reviewed by (appropriate Vice President or designee signature required):

Vice President:

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(Vice President Name and Title Here)

Director or Dean:

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(Director or Dean Name and Title Here)

# DEPARTMENTAL REVIEW SCHEDULE

Division	Department	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Academic Affairs</b>	iCampus	x				
	Community & Economic Development					x
	Extended Campuses and Dual Credit		x			
	Library (also LSTS)				x	
<b>Administrative Services</b>	Campus Police				x	
	Facilities Services			x		
	Business & Auxiliary Services		x			
	Financial Services	x				
<b>Institutional Advancement &amp; Research*</b>	x					
<b>Learner Support &amp; Technology Services</b>	Library (also Academic Affairs)				x	
	Media Services	x				
	Information Technology		x			
<b>Student Development**</b>	Student Activities/Wellness				x	
	Multicultural Student Affairs		x			
	Career Services					x
	Advising/Counseling		x			
	Academic Skills Center**	x				
	Admissions	x				
	Financial Aid					x
	Registration and Records		x			
	Student Accommodations & Resources (StAR)					x
	Athletics	x				
<b>Human Resources</b>	Human Resources	x				

\*One review submitted for the entire division (Communications & External Relations, Institutional Advancement, Institutional Research, and Marketing & Creative Services)

\*\*According to the ICCB Program Review Manual (p. 19), colleges are mandated to review the following student service areas: advising/counseling, financial aid, library/Learning Resource Center, tutoring/study skills/learning support services, admissions, and records function/registrar.



# RESOURCES

## Guides and Standards

Illinois Community College Board, *Program Review Manual*,  
<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>

Higher Learning Commission, *Handbook on Accreditation*,  
[http://www.ncahlc.org/index.php?option=com\\_content&task=view&id=37&Itemid=116](http://www.ncahlc.org/index.php?option=com_content&task=view&id=37&Itemid=116)  
See Core Component 4C and section on organizational compliance.

JJC Student Learning Committee,  
<http://www.jjc.edu/about/committees/student-learning/Pages/default.aspx>

JJC Office of Institutional Research & Effectiveness,  
<http://www.jjc.edu/about/college-info/institutional-research/Pages/default.aspx>

## Books, Articles, and Monographs

Robert Barak, 1986, [\*The Role of Program Review in Strategic Planning\*](#), AIR Professional File, No. 26.

Robert Barak and Barbara Brier, 1990, [\*Successful Program Review\*](#), San Francisco: Jossey Bass.

Robert Barak and Lisa Mets, 1995, [\*Using Academic Program Review\*](#), San Francisco: Jossey Bass.

Marilee Bresciani, 2006, [\*Outcomes-based Academic and Co-curricular Program Review\*](#), Sterling, VA: Stylus.

Clifton Conrad and Richard Wilson, 1985, [\*Academic Program Reviews\*](#), Washington, DC: ERIC-ASHE Report, No. 5.

Diane Cooper and Sue Sanders, 2000, *Assessing Programmatic Needs*, In *Powerful Programming for Student Learning*, San Francisco: Jossey Bass.

E.C. Craven, 1980, *Academic Program Evaluation*, San Francisco: Jossey Bass.

Robert Diamond, 2008, [\*Designing and Assessing Courses and Curricula\*](#), San Francisco: Jossey Bass.

Robert Dickeson, 1999, [\*Prioritizing Academic Programs and Services\*](#), San Francisco: Jossey Bass.

Richard Harpel, 1986, [\*The Anatomy of an Academic Program Review\*](#), AIR Professional File, No. 25.

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Lisa Lattuca and Joan Stark, 2009, [\*Shaping the College Curriculum: Academic Plans in Context\*](#). San Francisco: Jossey Bass.

John Schuh, 2009, *Assessment Methods for Student Affairs*, San Francisco: Jossey Bass.

M. Lee Upcraft and John Schuh, 1996, *Assessment in Student Affairs: A Guide for Practitioners*, San Francisco: Jossey Bass.

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