

Comprehensive Academic Program Review Guidelines: 2018/19



Data from 2013/14 to 2017/18

**Office of Institutional Effectiveness & Research
Office of Instructional Support**

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Program Review Planning Committee Members 2017/18

| Membership | Representative |
|--|---|
| Director of Institutional Effectiveness and Research | Tom Hughes (Co-Chair) |
| District Assessment Director | Molly Beauchman (Co-Chair) |
| Dean of Instructional Support | Stacey Hilton |
| Dean of Scheduling | Dean Holbrook |
| Finance Representative | Duane Ransom |
| Community Education Representative | Patricia Berlowe |
| Curriculum Coordinator | Patti Schlosberg |
| Faculty Association President | Matt Percy |
| Department Chair (Transfer) | Joani Fisher (Fall) Jeri Hamilton (current) |
| Department Chair (Occupational) | Joy D'Angelo |
| Administrative Assistant | Christine Hardin |

Introduction

The Higher Learning Commission requires institutions to meet standards of quality using five criteria:

Criterion 1: Mission. *“The institution’s mission is clear and articulated publicly; it guides the institution’s operations.”*

Criterion 2: Integrity: Ethical and Responsible Conduct. *“The institution acts with integrity; its conduct is ethical and responsible.”*

Criterion 3: Teaching and Learning: Quality, Resources and Support. *“The institution provides high quality education, wherever and however its offerings are delivered.”*

Criterion 4: Teaching and Learning: Evaluation and Assessment. *“The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”*

Criterion 5: Resources, Planning, and Institutional Effectiveness. *“The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.”*

This document provides information about Yavapai College’s guidelines and processes with respect to Academic Program Review, which contains components of each of the criteria listed above.

Academic Program Review Guidelines & Purpose

Academic Program Review is central to Yavapai College's overall process of planning, assessing and budgeting. The review process is designed to provide each academic department and occupational program with timely information to identify strengths and areas in need of improvement. Information will be provided in the data report about each program/department in the following areas:

Demand: Yavapai College offers occupational and transfer programs that reflect the demands of the job market and needs of students in the community.

Employability: Yavapai College offers occupational programs that provide students with the skills needed to gain employment in a job that has a livable wage and/or that meet the needs of the community.

Transferability: Yavapai College offers transfer degrees and certificates that align with AZ Transfer and state university guidelines and meet standards for rigor.

Completion: Yavapai College offers occupational and transfer programs that students complete in a timely manner.

Resources: Yavapai College offers occupational and transfer programs in which resources are allocated equitably and used efficiently.

The Academic Program Review process provides an opportunity for staff and faculty to actively participate in the growth and improvement of their programs or departments and provides a vehicle for accountability and transparency. Institutional planning and budgeting will be based on recommendations and evidence provided by the process.

Academic Program Review Process

All academic departments and occupational programs will be reviewed comprehensively once every three years, followed by annual program reviews to report progress. Each academic department and occupational program will form a Review Team composed of administration, faculty (both full and part time), and staff members in the department or program being reviewed and designate a person to represent/organize activities related to completion of the Program Review Report each fall. Review Teams should have the majority of program and department members actively participate and use quantitative and qualitative data as a basis for preparing and completing the components of the review.

The Program Review Committee will review the program/department Comprehensive Program Review data and provide feedback and comments before the program/department receives the data package and report template.

Each component of the Program Review will have the following designations with point values assigned. These will then be used to determine the overall health of the program/department in each area.

3 = Healthy indicates a component of the program/department is in good standing

2 = *Cautionary* indicates a component of the program/department is in need of further investigation or action may be necessary to improve.

1 = *Unhealthy* indicates a component of the program/department that is in need of action for improvement.

Accountability and Transparency

To ensure accountability and transparency, completion of each step in the program review process will be tracked by members of the Program Review Committee ensure Review Teams in each department/program are following the process and meeting deadlines.

Departments and programs who do not meet established deadlines or who do not complete the Program Review may risk not being included in the budget process for that year and may result in administrative intervention.

Academic Program Review 3-Year Schedule

The schedule below is for the 2018/19 Academic Year and will be updated each year based upon program changes. All programs and departments in Group 1 will be starting the 3-Year Comprehensive Program Review Cycle during the 2018/19 Academic Year and all programs and departments in Group 2 will be completing Planning Year activities.

| Program Review Schedule (3-Year Cycle) | | | | | | | |
|--|--|--|--|--|---|--|---|
| Group | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| Group 1: | Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA. | Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data | Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data | Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes | Repeat Cycle Starting From Year 1: Comprehensive Review | | |
| Group 2: | | Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA. | Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data | Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data | Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes | Repeat Cycle Starting From Year 1: Comprehensive Review | |
| Group 3: | | | Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA. | Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data | Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data | Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes | Repeat Cycle Starting From Year 1: Comprehensive Review |
| | | | | | | | |
| Schools | | Group 1: | Group 2: | | Group 3: | | |
| Arts & Humanities | | AA Fine Arts - Art Concentration AA Fine Arts - Music Concentration English Department | Graphic Design Photography Art Department Humanities Department | | Associate of Arts AA Fine Arts - Performing Arts | | |
| Business & Computer Systems | | AAS/Cert Management AAS/Cert Video Game Developer | Associate of Business AAS/Cert Administrative Professional AAS/Cert Computer Systems and Applications NEW 2018/19: Cert Programming | | AAS/Cert Accounting AAS/Cert Computer Networking Technology NEW 2018/19 Cert: Cyber Security | | |
| Social Science | | Associate of Elementary Education AAS/Cert Early Childhood Education Communication Department | AAS Social and Human Services | | AAS/Cert Administration of Justice AAS/Cert Paralegal Studies Social Science Behavioral Science | | |
| Career and Technical Education | | Cert Auto Body Paint and Collision AAS/Cert Electrical and Instrumentation Technology Cert Welding AAS/Cert Agriculture Technology Management AAS/Cert Viticulture and Enology | AAS/Cert Automotive Technology AAS/Cert Diesel Technician AAS Applied Pre-Engineering AAS/Cert Industrial Machine Mechanic Cert Equine Care and Management | | AAS/Cert Aviation Technology AAS/Cert Gunsmithing AAS/Cert Fire Science Cert Canine Care, Service Dog, Team Skills Certs Culinary Arts and Hospitality Certs Animation, Production and Screenwriting | | |
| Health & Wellness | | AAS/Cert Health Information Technology Cert Pharmacy Technician Athletic Coaching Fitness Trainer/Instructor | AAS/Cert Paramedicine and Cert EMT AAS/Cert Medical and Med Office Assistant Cert Phlebotomy HPER Activity Courses | | AAS Nursing Cert Nursing Assistant AAS/Cert Radiologic Technology | | |
| Science and Engineering | | Mathematics Department | Associate of Science Science Department | | | | |

June 2018 Updated

Academic Program Review Timeline

Planning Year before the first 3-Year Comprehensive Review Cycle:

Fall – Review department/program mission statement, learning outcomes –submit changes and a curriculum map to the Curriculum Committee before the end of October.

Spring – Complete a Student Learning Outcomes Assessment Plan and submit to the SLOA committee before Spring Break.

Year 1 Comprehensive Review:

| | |
|--|---|
| August | Institutional Effectiveness and Research (IER) compiles data sets for Comprehensive reviews including data through the summer session. Program Review Committee (PRC) reviews data and provides feedback on the Program Review form. |
| August (Convocation) | Professional Development for Comprehensive Review participants during Convocation Week. Templates of the form and data packages for Academic Program Review and feedback from the PRC are provided and posted in each school's SLOA Canvas shell. |
| August – September | Review Team in each department/program completes the review. |
| September (2nd week) | Designated representative from Group 1 departments/programs submit the 3-Year Assessment Plan to the SLOA committee on or before September 12, 2018 for committee feedback. |
| September (4th week) | Designated representative from the department/program submits completed review to Program Review Committee for technical review (check to see if document is complete) on Assessment Day. |
| October | Program Review Committee meets with representatives from each department/program if the technical review results in revisions that need to be made- final Comprehensive Review due in October. |
| October | Completed Comprehensive Review forwarded to Vice President of Instruction and Student Development. |
| November –December | Budget request planning process utilizes information from Comprehensive Program Reviews. |

Year 2 and Year 3 Annual Reviews:

| | |
|--|--|
| September | Institutional Effectiveness and Research (IER) compiles data sets for annual review including data from summer session and posts in each school's SLOA Canvas shell. |
| September (4th week) | Review Teams in each department/program analyze annual data and submits completed annual review by the end of September. |
| October | Program Review Committee meets with representatives from each department/program if the annual review needs revisions final Annual Review due in October. |
| October | Completed Annual Program Review forwarded to Vice President of Instruction and Student Development |
| November –December | Budget request planning process utilizes information from Annual and Comprehensive Program Reviews. |

Academic Program Review Content

The Comprehensive and Annual Program Review Reports contain the following sections:

- Program Planning and Communication Strategies
- Section I: Curriculum and Learning Outcomes Assessment
- Section II: Institutional Effectiveness and Research Data (Demand, Employment or Transfer, Success Rates)
- Section III: Resources (Staffing, Facilities, Technology and Marketing)
- Section IV: Proposed New and Current Initiatives
- Section V: Prioritized Budget Requests

Program Planning and Communication Strategies

The intent of the program review process is to involve members of the department/program in the analysis of data and decisions about plans for improvement. In this section, please identify members of a **Review Team** that has representation from faculty, staff and administration in your program/department and describe the communication methods and interaction strategies used by your **Review Team** to discuss program-level planning, learning outcomes assessment processes, institutional effectiveness and research performance data, curriculum and program development with all members of the program/department.

Each program and department will have a designated contact person (department chair, program director, associate dean, designated faculty member) who is responsible for the following actions:

- Organizing activities and interactions among the Review Team and program/department members and the academic dean to discuss data and plans for completing the Program Review Report.

- Communicating questions about completing the report or requesting additional data from the Program Review Committee.
- Submitting the Program Review Report and receiving feedback.

Section I: Curriculum and Learning Outcomes Assessment

Program/Department Mission, Student Learning Outcomes, Curriculum Map, and Student Learning Outcomes Assessment 3-Year Plan and Yearly Reports.

Reviewing curriculum and creating a Learning Outcomes Assessment Plan are scheduled during the Planning Year. After a program/department has started the 3-Year Program Review cycle, curriculum review and learning outcomes assessment planning will be incorporated into the 3rd year of the cycle.

Curriculum: The planning year includes a review of the program/department mission statement, learning outcomes and creation of a curriculum map. The Curriculum Committee will review the mission statement and student learning outcomes for each program/department during the fall semester of the planning year and provide feedback. Each program/department in the Planning Year will submit program/department and course changes along with a curriculum map to the Curriculum Committee by the October deadline so changes can be made in the academic catalog effective the following academic year. A detailed description of how to construct measurable learning outcomes, a curriculum map, and forms to complete for the Curriculum Committee are contained in the Student Learning Outcomes and Assessment Handbook on the [SLOA Website](#).

Student Learning Outcomes Assessment: After changes to program and/or course curriculum are approved by the Curriculum Committee, the next step is to create a 3-Year Student Learning Outcomes Assessment Plan to assess outcomes at the program/department, course, and institutional levels. Submit 3-Year Learning Outcomes Assessment Plans to the Student Learning Outcomes Assessment (SLOA) Committee before Spring Break (Group 1 will submit on or before September 12, 2018). The SLOA Committee will review and provide feedback before the end of the spring semester. A detailed description of the components of 3-Year Learning Outcomes Assessment Plan along with resources are in the SLOA Handbook posted on the [SLOA website](#).

After curriculum maps have been approved by the Curriculum Committee and 3-Year SLOA Plans are reviewed by the SLOA Committee, they will be copied/pasted into the Comprehensive Program Review template forms for each department/program.

Section II: Institutional Effectiveness and Research Data

Demand, Employment or Transferability, Success, and Resources

Academic Program Review Outcomes and metrics used to measure progress in each of the outcomes are described in the table below. Complete descriptions of the metrics and classification system of each (Healthy, Cautionary, or Unhealthy) are defined on the second page of your department/program data package.

Program Review Outcomes and Metrics (AAS/Certificate and Transfer Programs)

| Program Review Outcomes | Metrics (5-Years of Data) |
|---|--|
| Outcome 1: Demand Yavapai College offers occupational and transfer programs that reflect the demands of the job market and needs of students in the community. | Student Credit Hour (SCH) Growth Trend |
| | Average Class Size |
| Outcome 2: Employability Yavapai College offers occupational programs that provide students with the skills needed to gain employment in a job that has a livable wage and/or that meet the needs of the community. Transferability Yavapai College offers transfer degrees and certificates that align with AZ Transfer and state university guidelines and meet standards for rigor. | Employment Indicators |
| | -Five-year job growth rate -Graduate to Jobs Demand Ratio -Entry Education Level -One Year Employment Rate -Living Wage |
| | Transfer Indicators |
| | -Number of Transfers to 4-Year Colleges -YC AGECE courses align with AZ Transfer Course Equivalency Guide - Courses offered in AA degrees align with AZ Transfer Major Guides |
| | Quality Indicators |
| | Curriculum Alignment: Mission Statement, Program Learning Outcomes and Curriculum Map Student Learning Outcomes Assessment: 3-Year Assessment Plan and Yearly Reports on course, program and institutional assessments. |
| Outcome 3: Completion Yavapai College offers occupational and transfer programs that students complete in a timely manner. | Course Success Rates |
| | Number of Students who Complete a Degree (Included in Employment Indicator) |
| | Hours to Award (included in data package but not a health indicator) |
| Outcome 4: Resources Yavapai College offers occupational and transfer programs in which resources are allocated equitably and used efficiently. | Program Cost per Student Credit Hour (SCH) Previous Year's Budget (line item) (included in data package but not a health indicator). |

Section III: Resources

Staffing, Facilities, Technology and Marketing

In this section, provide a description of the department/program current structure of each of the following components: staffing (include job titles and professional development participation), facilities, technology and marketing. At the end of each component, provide a 3-year projection plan for the department/program anticipated needs in each area.

Section IV: Proposed New and Current Initiatives

Action Plan for New Initiatives and Description of Current Initiatives

In this section, provide a description of any evidence-based actionable new initiatives you would like to propose based on the data provided or trends in the field/discipline and also provide a brief description of any current or recent initiatives your department/program has been implementing.

New Initiatives: Include a brief description of how each new initiative supports Yavapai's mission, goals, and planning documents, anticipated resources and results of each initiative and a target completion date.

Current Initiatives: Summarize the status, progress and results of any current or recently completed initiatives your department/program has been implementing. Include proposed new initiatives in the summary table.

Section V: Prioritized Budget Requests

This section is for the department/program to identify and prioritize any budget and planning requests related to the initiatives. Include in your description of each prioritized item the type of request (technology, staffing, equipment, professional development needs, etc.) with a description of the request, estimated cost, funding type, evidence used to support the request, alignment to YC planning documents, anticipated completion date and persons responsible for carrying out the action.

Academic Department/Occupational Program Program Review: Comprehensive

For Associate's Degrees, Certificates and Academic Departments

| | |
|---|--|
| Program/Department (For AAS Degrees, include all embedded certificate programs) | |
| Program/Department Review 3-Year Cycle Dates | |
| Program Director, Department Chair, Associate Dean or Faculty Contact Signature (include email) | |
| School/Academic Dean Signature | |
| Date Submitted to Program Review Committee (due on or before Assessment Day September 28 th , 2018) email to Molly.Beauchman@yc.edu | |
| Date Reviewed by Program Review Committee | |
| Date Forwarded to Vice President of Academics and Student Development | |

Program Planning and Communication Strategies: The intent of the program review process is to involve members of the department/program in the analysis of data and decisions about plans for improvement. Please select a **Review Team Leader** and form a **Review Team** with representation from faculty, staff and administration in your program/department and describe the communication methods and interaction strategies used by your Review Team to discuss program-level planning, learning outcomes assessment processes, institutional effectiveness and research performance data, curriculum and program development with all members of the program/department.

Review Team Leader (job title):

Review Team Members (job titles):

Plans for involving members of the department/program in the review process:

Section I: Curriculum and Learning Outcomes Assessment

1. Curriculum: Program/Department Mission, Learning Outcomes and Curriculum Map:

The Learning Outcomes and Curriculum Map has been approved by the Curriculum Committee

Copy/Paste curriculum map here –approved by Curriculum Committee

Please provide a summary of curriculum activities or anticipated changes in the next 3 years for this program review cycle in the text box below:

Summary curriculum activities Fall 2017:

Summary of anticipated curriculum activities in the next 3 years:

2. Student Learning Outcomes Assessment Year 1: 3-Year Cycle Assessment Plan for Program, Course, and Institutional Learning Outcomes.

Copy/Paste 3-Year Student Outcomes Assessment plan here after SLOA committee review

Section II: Institutional Effectiveness and Research Data: Demand, Employment or Transfer and Success.

1. Demand

Insert summary data for Demand here – from IER Data Summary spreadsheet

Feedback/comments from IER:

Provide an analysis of the five-year trend in demand below along with strategies/initiatives to address a “Cautionary” or “Unhealthy” rating.

Analysis of 5-year trend in Demand:

Strategy/initiative to address a “cautionary” or “unhealthy” rating.

2. Employment or Transfer

Insert summary data for Employment or Transfer here – from IER Data Summary spreadsheet

Feedback/comments from IER:

Provide an analysis of the five-year trend in employment or transfer here along with strategies/initiatives to address a “Cautionary” or “Unhealthy” rating.

Analysis of 5-year trend in Employment or Transfer:

Strategy/initiative to address a “cautionary” or “unhealthy” rating.

3. Success Rates

Insert summary data for Success Rates here – from IER Data spreadsheet

Feedback from IER:

Provide an analysis of the five-year trend in success here along with strategies/initiatives to address a “Cautionary” or “Unhealthy” rating.

Analysis of 5-year trend in Success Rates:

Strategy/initiative to address a “cautionary” or “unhealthy” rating.

Section III: Resources: Staffing, Facilities, Technology and Marketing

1. Resource Cost per SCH (Instructional Costs)

Insert summary data for Resources here – from IER Data spreadsheet

Feedback from Finance

Provide an analysis of the five-year trend in Cost per SCH here along with strategies/initiatives to address a “Cautionary” or “Unhealthy” rating.

Analysis of 5-year trend in Cost per SCH:

Strategy/initiative to address a “cautionary” or “unhealthy” rating.

- 2. Staffing:** Describe the organizational structure and list staff/faculty in the program/department. Include professional development participation.

Current Staff

| Job Title (Program Director, Faculty, Adjunct, Lab Technician, Clinical Specialist, etc.) | Name | Professional Development Activities last year (Date) |
|--|-------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Provide a 3-year projection of personnel and professional development needs based on trends in the discipline/field, demand and current staffing.

3-Year Projection of Staffing Needs:

- 3. Facilities, Equipment and Technology:** Describe the physical working space, location, equipment and technology across the program.

Provide a 3-year projection of facilities, equipment and technology needs.

Current Facilities, Equipment and/or Technology:

3-Year Projection of Facilities, Equipment and/or Technology Needs:

- 4. Marketing:** Describe the current marketing plan. Provide a 3-year projection of marketing needs.

| |
|--|
| <p>Current Marketing Plan:</p> <p>3-Year Projection of Marketing Needs:</p> |
|--|

Section IV: Proposed New and Current Initiatives:

- 1. Proposed New Initiatives:** Provide a description of any evidence-based actionable new initiatives you would like to propose in the table below based on the data provided or trends in the field/discipline. Use a separate table for each proposed new initiative.

| | |
|--|--|
| Brief Description of Proposed New Initiative: | |
| How does the new initiative support college mission and goals? | |
| What planning documents does the new initiative align with? (strategic plan, pathways initiative, etc.) | |
| What evidence supports the initiative? Describe how the evidence supports the initiative. (Learning Outcomes Assessment, Internal research, External research) | |
| Describe the resources needed to support the new initiative. (Staffing?, Marketing?, Professional Development? Equipment?, Technology?, etc.) | |
| Describe the anticipated result(s) of the new initiative. | |
| Estimate a timeline for completion of the new initiative. | |

- 2. Current Initiatives:** Provide a brief description of any current or recently completed initiatives your program/department is working on in the documentation table below. Include New Initiatives proposed in the previous section.

Summary Table of Current and Proposed New Initiatives

| Initiative(s) – include new proposed and current initiatives | Status <i>(Not Started, In Progress, Completed)</i> | Description of Progress | Result |
|---|--|--------------------------------|---------------|
| | | | |
| | | | |
| | | | |
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Section V: Prioritized Budget Requests

List 4 to 6 recommendations for program/department improvement and prioritized funding for each. In the “Type and Description of Resources Request”, please include both the department and type funding requested and a description of how the funds will be used.

| | Type and Description of Resource Request Technology, Marketing, Staffing, Professional Development, Equipment, etc. | Estimated Cost | Funding Type One-Time or Ongoing | Evidence Identify data used to support request. | Alignment to YC Mission, Goals, Strategic Plan, etc. | Anticipated Completion Date if Funded | Persons Responsible |
|-------------------|---|-----------------------|--|---|---|--|----------------------------|
| Priority 1 | | | | | | | |
| Priority 2 | | | | | | | |
| Priority 3 | | | | | | | |
| Priority 4 | | | | | | | |
| | | | | | | | |