

Academic Program Review Guidelines 2022

Updated January 2022



Data packages provide information from Fall 2016 to Summer 2021

**Office of Institutional Effectiveness & Research
Office of Instruction**

Table of Contents

Program Review Committee Members (2021/22)	3
Higher Learning Commission Criteria	3
Academic Program Review Definition and Purpose	6
Distinction between Institutional Accreditation, Specialized Accreditation and YC’s Program Review Process	6
Academic Program Review 3-Year Schedule	6
Academic Program Review 3-Year Timeline	8
Components of the Academic Program Review Documents.....	11
Program Planning and Communication Strategies	12
Section I Curriculum and Learning Outcomes Assessment	12
Section II Institutional Effectiveness and Research Data	17
Section III Resources.....	18
Section IV Proposed New and Current Initiatives	19
Section V Prioritized Budget Requests	20
Benchmarks for Occupational and Transfer Programs.....	21
Sample Form Template for Comprehensive Program Review.....	26
Sample Form Template for Annual Program Review.....	32

Program Review Planning and Committee Members 2021-2022

Membership	Representative
Director of Institutional Effectiveness and Research	Tom Hughes (Co-Chair)
Assessment and Program Review Manager	Sarah Southwick (Co-Chair)
Staff Representatives	
Director of Scheduling	Dean Holbrook
Finance Representative	Duane Ransom
Division of Lifelong Learning Representative	Patricia Berlowe
Faculty Representatives	
Faculty Association Representative	Karen Palmer
Faculty (Transfer)	Matt Percy
Department Chair (Occupational)	
SLOA Chair	Bill Swenson
Leadership Representatives	
Dean of Career & Technical Education	John Morgan
Dean of Professional Programs & Visual Arts (BUS, EDU, ECE, AJS, LAW)	Joani Fisher
Dean of Health and Wellness, Science & Mathematics	Scott Farnsworth
Dean of the Verde Valley, Dean of English, Humanities & Social Sciences	Tina Redd
Associate Dean of Performing Arts Program & PAC Programming & Development	Craig Ralston
Vice President of Academic Affairs	Diane Ryan
Office of Instruction Representatives	
Dean of Instructional Support	Stacey Hilton
Curriculum Coordinator	Patti Schlosberg
Instructional Support Specialist	Karen Vail

Higher Learning Commission Criteria

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.”*

3.A. The rigor of the institution’s academic offerings is appropriate to higher education.

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

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.”

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

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.”*

5.C. The institution engages in systematic and integrated planning and improvement.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
6. The institution implements its plans to systematically improve its operations and student outcomes.

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 Introduction

Definition and Purpose of Program Review

A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of a program. The evaluation is conducted through a combination of self-evaluation followed by an evaluation by reviewers from the Program Review Committee who are external to the program or department. It is a comprehensive analysis of program quality, analyzing a wide variety of data about the program. The results of this evaluation process are then used to inform follow-up planning and budgeting processes at various levels within the college.

Program review is a required element in the Higher Learning Commission (HLC) accreditation process (Criteria 4.A.1). While accreditation attests to the institution's capacity and effectiveness, it is not possible for HLC to review and evaluate every degree program in the course of an accreditation review. Instead, HLC expects institutions to have processes that assure program currency, quality, and effectiveness.

Even though required by HLC, the Academic Program Review process is central to Yavapai College's overall processes to ensure quality and continuous improvement of our programs. The program review process contributes to other college processes such as college-wide 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.

The following components will be analyzed for quality and currency in the program review process:

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.

Distinction between Institutional Accreditation, Specialized Accreditation, and YC's Program Review Process

Yavapai College engages in a variety of review processes:

- HLC Institutional Accreditation
- Specialized Program Accreditation and State Licensure
- Internal Academic Program Review

HLC institutional accreditation review evaluates whether the institution as a whole meets standards appropriate for the delivery of higher education. The typical evaluation is focused on how the institution is meeting their mission, thus it is desirable to examine strategic plans, outcomes assessment, program reviews and specialized accreditations.

HLC expects each institution to have its own ongoing system of quality assurance and improvement: program review and assessment of student achievement are key components of this system.

Specialized accreditation reviews are conducted by outside agencies which certify the professional quality of a particular program. Specialized accreditors evaluate whether or not a program meets the standards set by the disciplinary or professional body or State licensing agency.

Internal academic program review evaluates degree programs in a department or cross disciplinary/school program (such as General Education) within the institution. Such institutional program review is required by HLC standards and must include the assessment of student learning outcomes and the use of program review results for continuous program improvement. Additionally, program reviews must address programs as a contributing member to both the greater good and the overall goals of the institution.

Within the college, programs are encouraged to coordinate the specialized accreditation process within the internal program review process in order to avoid a duplication of labor and resources. In many cases, the specialized accreditation documents can be used in place of the internal program review documents. However, when the specialized accreditation review does not include assessment of student learning outcomes reporting, the program will need to participate in the college's assessment reporting processes in addition to their specialized accreditation processes.

Conducting an 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. Ideally, the team should be composed of administration (including the Academic Dean), faculty (both full and part time), and staff members in the department or program being reviewed and designate a point 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 once the initial draft is submitted by the program/department.

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 to 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 the overall generic cycle for three-years. In 2018/2019, all programs designated as "Group 1" started with the comprehensive program review followed by Group 2 in 2019/2020 and Group 3 in 2020/2021.

In Academic Year 2021/2022, there is a shift to move the program review process from an academic year process to a calendar year process. This was due largely to concerns that large amounts of work were being placed on the faculty in the fall and there was little time for faculty to review the program review data thoroughly.

	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 1 (Beginning of cycle)</u>
Program Review	Comprehensive Program Review	Annual Review	Annual Review	Comprehensive Program Review
IER Data Packages and Benchmarking	Packages compiled Benchmarks scored	Packages compiled	Packages compiled	Packages compiled Benchmarks scored

2022 List of Programs/Departments and Program Review Status and Deadlines

All Annual Review and DRAFT Comprehensive Program Review documents will be due on 05/20/22.

All FINALS of Comprehensive Program Review will be due on 11/15/22.

ARHU

<u>PROGRAM / DEPARTMENT</u>	<u>GRP #</u>	<u>PROGRAM REVIEW STATUS</u>	<u>POINT PERSON</u>
Fine Arts – Art*	1	Delayed until 2022-2023	Bryan Robertson
English Department	1	Comprehensive	Sandi Van Lieu
Fine Arts – Music	1	Comprehensive	Chris Tenney
Fine Arts – Performing	3	1 st Annual	Nanette Hofer
Graphic Design	2	2 nd Annual	Lauren McCrea
Humanities Department	3	1 st Annual	Jason Whitesitt

*As of 2022, Art Department has been combined into this program

** Delayed until 2022-2023 to align with Graphic Design cycle

BUSINESS & COMPUTER SYSTEMS

<u>PROGRAM / DEPARTMENT</u>	<u>GRP #</u>	<u>PROGRAM REVIEW STATUS</u>	<u>POINT PERSON</u>
Accounting	3	1 st Annual	Vikki Bentz
Administrative Professional	2	2 nd Annual	Philip Reid
ABUS	2	2 nd Annual	Ed Bushman
Computer Networking	3	1 st Annual	Greg Tomsho
Computer Sys & Admin	2	2 nd Annual	Philip Reid
Cybersecurity	3	1 st Annual	Greg Tomsho

Management	1	Comprehensive	Lauri Dreher
Programming	2	2 nd Annual	Deborah Hughes
Video Game Development	1	Comprehensive	Allan Jones

CAREER & TECHNICAL EDUCATION

<u>PROGRAM / DEPARTMENT</u>	<u>GRP #</u>	<u>PROGRAM REVIEW STATUS</u>	<u>POINT PERSON</u>
3D Print & Manufacturing	1	Delayed to 2024-2025	Matt Mintzmyer
Advanced Manufacturing	2	2 nd Annual	
Agriculture Technology	1	Comprehensive	Max Bledsoe
Applied Pre-Engineering	2	2 nd Annual	Liz Peters
Auto Body and Paint	1	Comprehensive	Sonny Rodriguez
Automotive	2	2 nd Annual	Jerrad Smith
Aviation Technology & UAS	3	1 st Annual	Matt Mintzmyer
Brewing Technology	1	Delayed to 2024-2025	Heather Mulcaire
Canine Skills	3	1 st Annual	Max Bledsoe
Commercial Truck Driving	1	Delayed to 2024-2025	Josh Hoover
CNC	2	2 nd Annual	Michael Schaible
Culinary Arts	3	1 st Annual	Robert Barr
Diesel	2	2 nd Annual	Ted Archer
Electrical Instrumentation Tech	1	Comprehensive	Liz Peters
Lineworker	2	2 nd Annual	Max Bledsoe
Equine Care & Management	2	2 nd Annual	Max Bledsoe
Film & Media Arts	3	1 st Annual	Helen Haxton-Stevenson
Fire Science		Specialized External	Mikayla Baker
Gunsmithing	3	Comprehensive	Allen Magarrell
HVAC	1	Delayed to 2024-2025	Heather Mulcaire
Residential Trades	1	Delayed to 2024-2025	Matt Mintzmyer
Viticulture & Enology	1	Comprehensive	Michael Pierce
Welding	1	Comprehensive	Robert Smith; Arron Rotteger

HEALTH & WELLNESS AND SCIENCE & ENGINEERING

<u>PROGRAM / DEPARTMENT</u>	<u>GRP #</u>	<u>PROGRAM REVIEW STATUS</u>	<u>POINT PERSON</u>
Athletic Coaching	1	Comprehensive	Kara Giannetto

Fitness Trainer	1	Comprehensive	Charles Lohman
EMT	2	2 nd Annual	Tresa Hibben
HPER Activity Courses	2	2 nd Annual	Josh Schmidt
Medical Assistant	2	2 nd Annual	Marie Hardman
Paramedicine		Specialized External	Tresa Hibben
Nursing		Specialized External	Marylou Mercado
Nursing Assistant	3	1 st Annual	Ashley Picard
Radiology Technology	3	1 st Annual	Shellie Son
Mathematics Department	1	Comprehensive	Andrea Schaben
Science Department	2	2 nd Annual	Becky Brulet

SOCIAL SCIENCES

<u>PROGRAM / DEPARTMENT</u>	<u>GRP #</u>	<u>PROGRAM REVIEW STATUS</u>	<u>POINT PERSON</u>
Communication	1	Comprehensive	Mark Woolsey
Early Childhood Education	1	Comprehensive	Tara O'Neill
Elementary Education	1	Comprehensive	Tara O'Neill
Administration of Justice	3	1 st Annual	Jerald Monahan
Paralegal Studies	3	1 st Annual	Rick Frimmer
Social Behavioral Sciences Department	3	1 st Annual	Mark Woolsey

Academic Program Review Timeline

Year 1 Comprehensive Program Review:

January

Institutional Effectiveness and Research (IER) compiles data sets for Comprehensive reviews including data through the previous summer session. Templates of the form and data packages for Academic Program Review are provided and posted in each school's SLOA Canvas shell.

February-May

Review Team in each department/program completes the review. Professional development for Comprehensive Review participants and any brand new faculty acting as the

	point person will be provided by the Office of IER and Office of Instruction.
May	Designated representative from the department/program submits completed review to Program Review Committee for technical review (check to see if document is complete).
May-August	Program Review Committee members review the Program Review documents to conduct the technical review and provide feedback through each school's SLOA Canvas shell.
August-September	If needed, Program Review Committee members meet with representatives from each department/program for revisions that need to be made- final Comprehensive Review due in November.
September	Any additional professional development will be provided during Assessment Day and time will be provided to finalize program review documents if needed.
Mid-November	Completed Comprehensive Reviews forwarded to Vice President of Academic Affairs
November –December	Budget request planning process utilizes information from Comprehensive Program Reviews.

Year 2 and Year 3 Annual Reviews:

January	Institutional Effectiveness and Research (IER) compiles data sets for annual review including data from previous summer session and posts in each school's SLOA Canvas shell.
February-May	Review Teams in each department/program analyze annual data and submits completed annual review by or before the end of May.
August-September	If needed, Program Review Committee members meet with representatives from each department/program if the annual review needs revisions.
Mid-November	Annual Program Review forwarded to Vice President of Academic Affairs.

November –December Budget request planning process utilizes information from Annual and Comprehensive Program Reviews.

Components of the Academic Program Review Documents

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 Other)
- 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 provide an opportunity for all members of the program/department an opportunity to probe deeply into matters concerning the program, its current performance and vision or the future. Program review discussions should 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. **The academic dean is a member of all program review teams in their schools.**

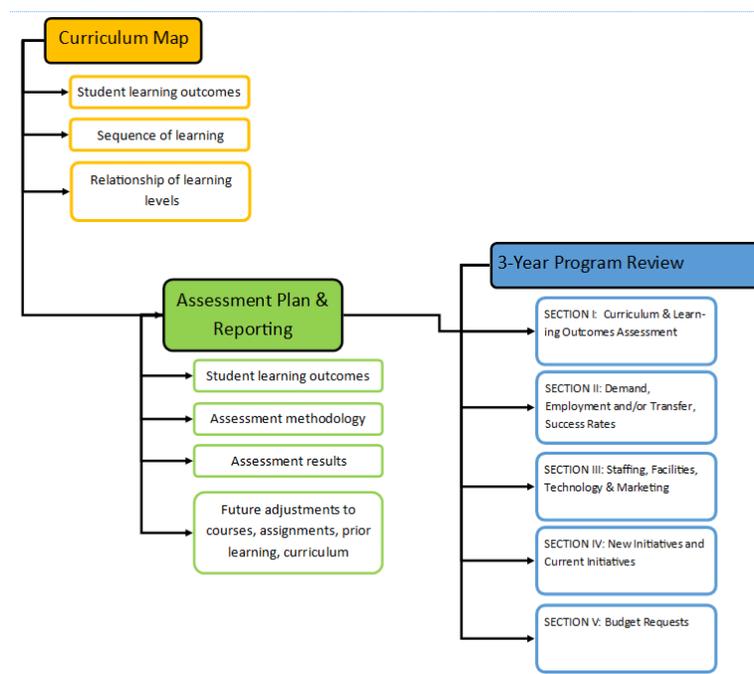
Each program and department will have a designated point person (department chair, program director, associate dean, designated faculty member) who is responsible for the following actions:

- 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.

- Revising the program review documents when needed and resubmitting additional drafts.

Section I: Curriculum and Learning Outcomes Assessment

Reviewing curriculum using a curriculum map, creating a Learning Outcomes Assessment Plan, and reporting annually on student learning assessment are scheduled as part of the assessment cycle and processes. While the assessment process of collecting and reviewing student learning is independent of the program review process, an analysis of the program’s curriculum and student learning results is integrated for ongoing program improvement.



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

Each year should include a review of the program/department mission statement, learning outcomes at the program/department and course levels, and the most recent curriculum map. The Curriculum Committee will review the mission statement, course and program learning outcome and curriculum map for each program/department when submitted as part of the curriculum cycle and provide feedback.

After that, each program/department in the Comprehensive Program Review year will review and, if needed, revise the curriculum map to create an assessment plan. The SLOA Committee will review the curriculum maps and provide feedback.

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 and on the Curriculum website](#).

Curriculum Maps will be included in both Comprehensive and Annual Program Review documents.

CURRICULUM MAP EXAMPLE



Student Learning Outcomes Assessment

Curriculum Map: Required Course Outcomes Mapped to Program Outcomes

Program: AAS – Accounting (A)

Certificates: Accounting Assistant (B), Advanced Bookkeeping (C), Bookkeeping (D), Basic Tax (E),
Advanced Tax - IRS Enrolled Agent (F)
(2020-2021 Catalog)

Mission: The Accounting Degree program prepares students for employment in entry level positions in the accounting profession.

Required Courses	Program/ Cert	ACC 115	ACC 117	ACC 121	ACC 122	ACC 131	ACC 132	ACC 160	ACC 162	ACC 233	ACC 234	BSA 131	CSA 126	ACC 296	BSA 237	ECN 236	MGT 132	MGT 233	ACC 240	
1. Perform financial accounting functions using proper format and procedure based on GAAP and IFRS	A, B, C, E			1-4		1, 2	1			3-8										
2. Perform managerial accounting functions using proper format and procedure	A, B						2-4													
3. Prepare and interpret financial statements and reports for service, merchandising and manufacturing companies.	A, B, C, E			2-5D	1	3	5			2	5									
4. Prepare complex tax returns and communicate the effects of tax rules for individuals, partnerships and corporations.	A, B, C, D, E	1-5	1-4		2							7, 9								
5. Demonstrate professional business communication skills.	A											1, 3, 5, 6, 7	2-6	3, 11		3			2, 3, 5-7	
6. Use current technology and software applications to input, manage, interpret, and communicate financial information.	A, B, C, D, E		5		3, 4			1-4	1-9				1-6	8						
7. Research and recommend resolution of business issues, including ethical implications of alternatives.	A			5		4, 5	6			1, 9				10	2, 3	8	1-6			
8. Perform the review required to pass the IRS SEE Exams.	F																			1-11

B. Student Learning Outcomes Assessment

3-Year Learning Outcomes Assessment Plan

After reviewing and, if needed, updating the program curriculum map during the Comprehensive Program Review process, 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 prior to Spring Break through the school Canvas SLOA Canvas shells. The SLOA Committee will review and provide feedback before the end of the spring semester. Once the 3-Year Assessment plan has been completed, it can be included in the program review document. A detailed description of the components of 3-Year Learning Outcomes Assessment Plan along with resources are in the school SLOA Canvas shells and SLOA Handbook posted on the [SLOA website](#).

3-Year Assessment Plans will be included only the Comprehensive Program Review document.

3-YEAR LEARNING OUTCOMES ASSESSMENT PLAN EXAMPLE

3-Year Student Learning Outcomes Assessment Plan							
A. 3-Year Program/Department Learning Outcomes Assessment Plan							
Academic Year	Program or Department Outcome(s) (list the outcome #)	Courses for Program Assessment (include all modalities)	Assessment Method(s) and Tool(s)	Type: place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19	All PO (#1-#4)	MAT 082, 092, 122 (F2F, Online)	Common Project Student Survey	x		75% score 3 or 4 Compare student and faculty results	All faculty teaching the courses
Year 2 2019/20	PO (#2, #4)-based on results from GECCO data	MAT 142, 152, 187, 212, 220 (F2F, Online, DE)	Common Project Student Survey	x		75% score 3 or 4 Compare student and faculty results	All faculty teaching the courses
Year 3 2020/21	Submit any changes (program modifications) to curriculum committee based on Year 1 and Year 2 results in Fall 2020.						
B. 3-Year Course Learning Outcomes Assessment Plan							
Academic Year	Course(s) Assessed (include all modalities)	Course Outcomes Assessed (list the outcome #)	Assessment Method(s) and Tool(s)	Type: place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19	MAT 082, 092, 122 (F2F, Online)	All	Common Problems on Midterm/Final Exam	x		Content area strengths and areas in need of improvement across modalities	All faculty teaching dev ed courses
Year 2 2019/20	MAT 142, 152, 187, 212, 220 (F2F, Online, DE)	All	Common Problems on Midterm/Final Exam	x		Content area strengths and areas in need of improvement across modalities	All faculty teaching the courses
Year 3 2020/21	MAT 230, 241, 167 (F2F, Online, DE) 262, 172, 156, 157 (F2F, Online)	All	Common Problems on Midterm/Final Exam	x		Content area strengths and areas in need of improvement across modalities	All faculty teaching these courses
Resources needed to complete program and/or course student learning assessment activities:							
C. 3-Year Institutional Outcomes Assessment Plan (outcomes for 2019/20 and beyond to be determined during 2018/19 academic year.)							
Year 1: 2018/19 GECCO Outcomes Assessed	Course(s) in which GECCO Outcome is Assessed	Describe your Assessment Tool(s). Assessment Method(s) is a 4-point rubric with data collected through Banner.			Faculty/staff involved in assessment tasks.		
Digital Literacy	MAT 142	Common assignment			All faculty teaching MAT 142 F2018 and S2019		
Information Literacy	MAT 167	Common assignment			All faculty teaching MAT 142 F2018 and S2019		

Annual Assessment Report

Each year, the program will be responsible for reporting on the student learning assessment data gathered in the previous academic year. The Annual Assessment Reports are reviewed by the SLOA Committee. After the report is reviewed, it can be

copied/pasted into the Comprehensive Program Review template forms for each department/program.

Annual Assessment Reports will be included in both Comprehensive and Annual Program Review documents.

ANNUAL ASSESSMENT REPORT EXAMPLE

Results: Learning Outcomes Assessment			
Academic Year	Level of Assessment (Course, Program, GECCO)	Strengths and areas in need of improvement based on student performance. Include comparison of student performance in courses taught in different modalities (online, F2F, hybrid, dual or concurrent enrollment, etc.)	Faculty/staff involved in the analysis.
Year 1 2018/19 Results	Program/Department Outcomes Assessment Results	<p>Strengths: NOTE: Data was only collected for spring semester courses: 126 in-person (82.45%) and online (94.63%) 162 hybrid (90.97%) and online (87.14%) 165 hybrid only (88.32%) 183 in-person (85.71%) 258 in-person only (71.15%) 272 in-person only (82.18%)</p> <p>162 and 165 are new courses and have no historical data for comparison.</p> <p>All courses met the 70% benchmark on outcomes assessment.</p>	Liz Peters Rick Peters
		<p>Needs Improvement: Even though the online students also met the 70% benchmark, their scores overall were lower than the in-person students.</p>	
	Course Outcomes Assessment Results	<p>Strengths: NOTE: Data was only collected for spring semester courses (183 in-person and online).</p> <p>Students overall met the 70% benchmark. Their survey results also matched fairly well, even though most scored themselves lower than their post-test score. (They completed surveys before taking their final exam.)</p>	Liz Peters Rick Peters
	<p>Needs Improvement: For LO#6 in ELT183, students scored on average 6% lower when compared to their scores on the other LOs. This correlates with their survey</p>		

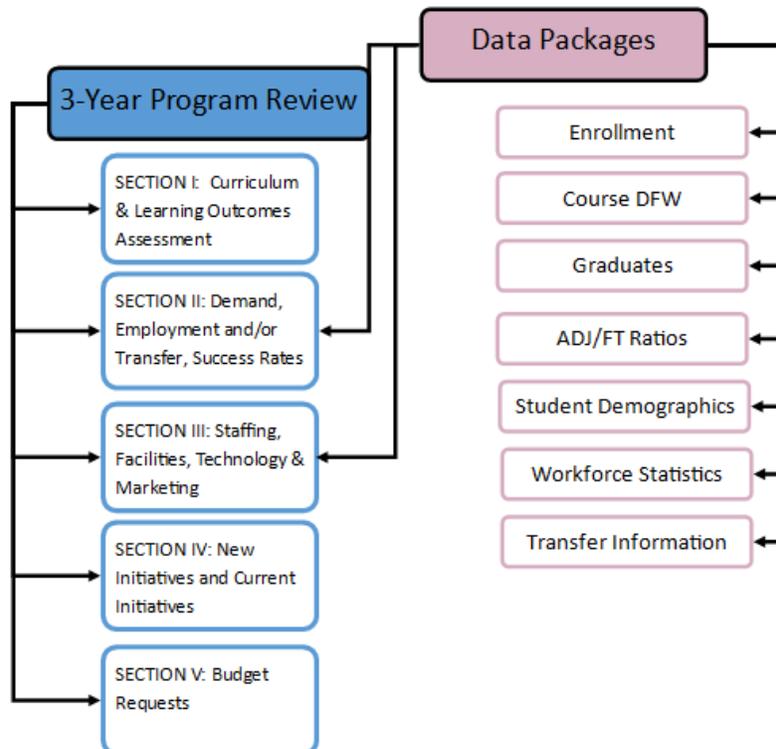
hskill

IER Data Packages

The Office of Institutional Effectiveness and Research will provide yearly data packages with indirect data related to the programs/departments. The data packages will contain information on enrollment, course D-F-W rates, graduates for programs with degrees

and certificates, adjunct and full-time faculty ratios, student demographics, workforce statistics (if applicable), and transfer information from AZ Transfer (if applicable).

Analyzing the data will assist programs/departments in completing Section II: Institutional Effectiveness and Research Data: Demand, Employment/Transfer and Success and Section III: Resources: Personnel, Capital, Supplies, and Other.



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

For the Comprehensive Program Review, each component of the Section II 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	Program/department is in good standing
2 = Cautionary	Program/department is in need of further investigation or action may be necessary to improve.
1 = Unhealthy	Program/department that is in need of action for improvement.

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. Detailed information regarding the benchmarks are included in the appendix.

1. Demand

This component should analyze the need for the program in terms of reflecting the demands of the job market and the needs of the students in the community. Part of this analysis is determining the financial stability of the program/department. There are two associated metrics:

- Student Credit Hour (SCH) Growth Trend
- Average Class Size or Fill Rate

2. Employment or Transfer

This component should analyze the need for the program in terms of providing students with skills needed to gain employment in a job that has a livable wage and/or meets the needs of the community or has transfer degrees, certificates, and courses that align with AZTransfer and student university guidelines. All programs/department courses should meet the standards of rigor established by the Higher Learning Commission. Part of this analysis is determining the quality and financial stability of the program/department.

For Employment Indicators, there are five associated metrics:

- Five-year job growth rate
- Graduate to Jobs Demand Ratio
- Entry Education Level
- One Year Employment Rate
- Living Wage

For Transfer Indicators, there are three associated metrics:

- Number of Transfers to 4-Year Colleges
- Courses offered in AGEC categories align with university general/liberal education using the AZ Transfer Course Equivalency Guide.
- Courses offered in AA degrees align with AZ Transfer Major Guides

3. Success Rates

This component should analyze the need for the program in terms of student completion or graduation. Part of this analysis is determining the quality and effectiveness of the program/department. There are two associated metrics:

- Number of Students who Complete a Degree (Included in Employment Indicator)
- Hours to Award (included in data package but not a health indicator)

Section III: Resources: Personnel, Capital (Facilities: Space Modification, Furniture, Equipment), Supplies, and Other (Marketing, Technology, etc.)

In this section, provide a description of the personnel, physical working space, location, equipment, technology, etc. across the program. Provide a 3-year projection plan for the department/program anticipated needs in each area.

B. Resource Cost per SCH (Instructional Costs)

This component is provided by the IER data package and should analyze the resources the program/department is allocated and its usage. Part of this analysis is determining the quality and financial stability of the program/department. There are two associated metrics:

- Program Cost per Student Credit Hour (SCH)
- Previous Year's Budget (line item) (included in data package but not a health indicator).

C. Personnel

In this component, describe the organizational structure and list faculty/staff in the program/department. Include any professional development participation.

D. Capital (Facilities: Space Modification, Furniture, Equipment and/or Technology)

In this component, consider the physical working space, location, equipment, and technology used across the program. This includes designated classroom space, instructional laboratories, office space, instructional technology within the classrooms and any universal design needs.

E. Supplies and Other (such as Marketing)

In this component, consider other program/department resources not previously addressed that are used to improve student learning and other program aspects. Examples could include collaborations across the college with areas such as Marketing, the Library, the Learning Center and Disability Resources, Advising and so on).

Section IV: Proposed New and Current Initiatives

Description of Current Initiatives and Action Plan for New Initiatives

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

A. Summery Table of Current Initiatives

Summarize the status, progress and results of any current or recently completed initiatives your department/program has been implementing.

B. Proposed New Initiatives

Include a brief description of how each new initiative supports the Program Review goals, Yavapai's planning documents, evidence that the initiative will result in improvement and a target completion date.

When considering new initiatives, consider proposing initiatives that are (1) within the purview of the program/department, requiring no new resources and (2) require action or resources from higher levels at the college. Initiatives within the program/departments purview could include curricular revisions, programmatic changes, policy changes, meaningfully increasing student/faculty interaction, and examining active learning strategies within the program/department. Indicate any new initiatives that may need additional budget or resources to complete.

These initiatives will be reported on in the annual program review reports to ensure that these initiatives are being measured as to how they contribute to the efficiency or quality of the program/department for our students.

Section V: Prioritized Budget Requests (3-Year)

This section is for the department/program to identify and prioritize any budget and planning requests related to the initiatives identified in the program review process. Include in your description of each prioritized item the type of request (Personnel, Capital/Equipment, Supplies/Other) with a description of the estimated cost, and alignment to YC planning documents.

APPENDIX A: Benchmarks and Scoring Guidelines for Occupational Programs (also included in the 2nd page of your EXCEL data package from IER)

CTE Program Health Scores			
Area (Demand)	Benchmark	Scoring	Notes
Student Credit Hour (SCH) Growth Trend	Healthy: 0.00 to 1.00 Cautionary: <0.00 to -.39 Unhealthy: -.60 to -1.00	3 = Healthy 2 = Cautionary 1 = Unhealthy	
Methodology: Pearson r coefficient using the SCH for the past five academic years. SCH calculated at the end of the drop/add period.			
Source: Banner.			
Area (Demand)	Benchmark	Scoring	Notes
Average Class Size	Healthy: >=19 Cautionary: 15 to 18 Unhealthy: <15	3 = Healthy 2 = Cautionary 1 = Unhealthy	Information only; fill rate used for health score for group 2.
Methodology: Average class size as of the end of the drop/add period for most recent academic year. Combines crosslisted courses; excludes independent study, private music, and internship courses.			
Source: Banner.			
Fill Rate	Healthy: >=76% Cautionary: 75% to 60% Unhealthy: <=59%	3 = Healthy 2 = Cautionary 1 = Unhealthy	
Methodology: Fill rate as of the end of the drop/add period for most recent academic year. Combines crosslisted courses; excludes independent study, private music, and internship courses.			
Source: Banner.			
Area (Completion)	Benchmark	Scoring	Notes
Employment Indicators	Average of the five employment indicator scores listed below.	3 = Healthy 2 = Cautionary 1 = Unhealthy	Employment indicators consist of the average health rating for employment demand, job growth, entry education level, employment rate and wage data.
Methodology Job Growth Rate	Healthy: >=1% Cautionary: 0% Unhealthy: <=0%	3 = Healthy 2 = Cautionary 1 = Unhealthy	
Projected five-year job growth rate in Arizona.			
Methodology Entry Education Level	Healthy: Certificate to AAS Cautionary: Bachelor's Unhealthy: On Job Training	3 = Healthy 2 = Cautionary 1 = Unhealthy	
Required entry-level education.			
Methodology Employment Rate	Healthy: >=80% Cautionary: 60% to 79% Unhealthy: <=59%		Test item in 2018-19; not scored for group 2 programs
Percent of completers employed one year after graduation.			
Methodology Living Wage	Healthy: >= EPI Annual County Cost Cautionary: 1% to 10% below EPI cost Unhealthy: More than 10% below cost	3 = Healthy 2 = Cautionary 1 = Unhealthy	
Average of median wage from EMSI job outlook report.			
Methodology Advisory Boards	Healthy: Meets one or more time a year Cautionary: Formed, but did not meet in the prior year Unhealthy: No advisory board	3 = Healthy 2 = Cautionary 1 = Unhealthy	New item for 2018-19
CTE areas provide evidence that advisory boards are active and meet at least once annually.			
Source: Banner for YC graduates; EMSI for job forecast, median wage, and entry education level; Economic Policy Institute (EPI) for County living wage data for one adult, no children.			
Area (Success)	Benchmark	Scoring	Notes

Enrollee Course Success Rate **Healthy:** >=25th percentile of AZ CC **3 = Healthy** Success rates are defined by primary subject area provided by AZ Transfer ASSIST.
Cautionary: 10th to 24th percentile **2 = Cautionary**
Unhealthy: <10th percentile **1 = Unhealthy**

Methodology: Enrollee success consists of a letter grade of A, B, C, or S. Three-year average of YC success rate is compared to the three-year average of AZ community college success rate (by subject area) provided by AZ Transfer ASSIST. If AZ Transfer is not available, then NCCBP college level enrollee success rate will be used.

Source: Banner for YC success rates; ASSIST for AZ community college comparisons.

Curriculum **Healthy:** Learning Outcomes and Curriculum Map approved **3 = Healthy**
Cautionary: N/A **2 = Cautionary**
Unhealthy: Learning Outcomes and Curriculum Map not approved **1 = Unhealthy**

Methodology: Learning Outcomes and Curriculum Map must be approved by the Curriculum Committee.

Source: YC Curriculum Committee.

Assessment **Healthy:** 3-Year Student Outcomes Assessment Plan (reviewed by SLOA) **3 = Healthy**
Cautionary: N/A **2 = Cautionary**
Unhealthy: No completed Student Outcomes Assessment Plan **1 = Unhealthy**

Methodology: 3-Year cycle assessment plan for program, course, and institutional learning outcomes. Plan must be reviewed by SLOA.

Source: YC SLOA Committee.

Area (Resources)	Benchmark	Scoring	Notes
Program Cost Per SCH	Healthy: At or below the median Cautionary: Above the median but below the 75th percentile Unhealthy: At or above the 75th percentile	3 = Healthy 2 = Cautionary 1 = Unhealthy	Test item in 2018-19; not scored for group 2 programs

Methodology: Cost per student credit hour (SCH) based on the program's course prefixes. Based on cost per SCH standard deviation for the most recent fiscal year.

Source: Banner.

APPENDIX B: Benchmarks and Scoring Guidelines for Transfer Programs/Departments (also included in the 2nd page of your EXCEL data package from IER)

Transfer Program Health Scores

Area (Demand)	Benchmark	Scoring	Notes
Student Credit Hour (SCH) Growth Trend	Healthy: 0.00 to 1.00	3 = Healthy	
	Cautionary: <0.00 to -.39	2 = Cautionary	
	Unhealthy: -.60 to -1.00	1 = Unhealthy	

Methodology: Pearson r coefficient using the SCH for the past five academic years. SCH calculated at the end of the drop/add period.

Source: Banner.

Area (Demand)	Benchmark	Scoring	Notes
Average Class Size	Healthy: >=19	3 = Healthy	Information only; fill rate used for health score for group 2.
	Cautionary: 15 to 18	2 = Cautionary	
	Unhealthy: <15	1 = Unhealthy	

Methodology: Average class size as of the end of the drop/add period for most recent academic year. Combines crosslisted courses; excludes independent study, private music, and internship courses.

Source: Banner.

Fill Rate	Healthy: >=76%	3 = Healthy	
	Cautionary: 75% to 60%	2 = Cautionary	
	Unhealthy: <=39%	1 = Unhealthy	

Methodology: Fill rate as of the end of the drop/add period for most recent academic year. Combines crosslisted courses; excludes independent study, private music, and internship courses.

Source: Banner.

Area (Completion)	Benchmark	Scoring	Notes
Transfer to AZ Public Four Year			Information only

Source: ASSIST for transfers.

General Education Course Transfers	Healthy: All courses on the Gen Ed list transfer as a gen ed to at least two state universities	3 = Healthy	If a course is rated caution - it could be moved to a different list - if it is rated unhealthy, the ATF representative can bring it up at the ATF meeting.
	Cautionary: All but one or two courses on the Gen Ed list transfer as a gen ed to at least two state universities	2 = Cautionary	
	Unhealthy: More than two courses do not transfer as a gen ed to at least two state universities	1 = Unhealthy	

Methodology: General Education courses reflect the best interest of the student in transferring to Arizona public universities.

Source: AZTransfer

Area (Success)	Benchmark	Scoring	Notes
Enrollee Course Success Rate	Healthy: >=25th percentile of AZ CC	3 = Healthy	Success rates are defined by primary subject area provided by AZ Transfer ASSIST.
	Cautionary: 10th to 24th percentile	2 = Cautionary	
	Unhealthy: <10th percentile	1 = Unhealthy	

Methodology: Enrollee success consists of a letter grade of A, B, C, or S. Three-year average of YC success rate is compared to the three-year average of AZ community college success rate (by subject area) provided by AZ Transfer ASSIST. If AZ Transfer is not available, then NCCBP college level enrollee success rate will be used.

Source: Banner for YC success rates; ASSIST for AZ community college comparisons.

Curriculum
 Healthy: Learning Outcomes and Curriculum Map approved 3 = Healthy
 Cautionary: N/A 2 = Cautionary
 Unhealthy: Learning Outcomes and Curriculum Map not approved 1 = Unhealthy

Methodology: Learning Outcomes and Curriculum Map must be approved by the Curriculum Committee.

Source: YC Curriculum Committee.

Assessment
 Healthy: 3-Year Student Outcomes Assessment Plan (reviewed by SLOA) 3 = Healthy
 Cautionary: N/A 2 = Cautionary
 Unhealthy: No completed Student Outcomes Assessment Plan 1 = Unhealthy

Methodology: 3-Year cycle assessment plan for program, course, and institutional learning outcomes. Plan must be reviewed by SLOA.

Source: YC SLOA Committee.

Area (Resources)	Benchmark	Scoring	Notes
Program Cost Per SCH	Healthy: At or below the median Cautionary: Above the median but below the 75th percentile Unhealthy: At or above the 75th percentile	3 = Healthy 2 = Cautionary 1 = Unhealthy	Test item in 2018-19; not scored for group 2 programs

Methodology: Cost per student credit hour (SCH) based on the program's course prefixes. Based on cost per SCH standard deviation for the most recent fiscal year.

Source: Banner.

APPENDIX C: Academic Department/Program Comprehensive Program Review Template



Student Learning Outcomes Assessment

COMPREHENSIVE PROGRAM REVIEW:

For Associate’s Degrees, Certificates, and Academic Departments

Program/Department	
List Discipline Subjects and/or Degree/Certificate(s) covered in Review	
Program/Department Comprehensive Program Review Year	
Program/Department Point Person	
School/Academic Dean	

Program Review Planning and Communication Strategies:

The intent of the program review process is to involve all members of the program/department in the analysis of data and decisions about plans for improvement.

1. Select a Review Team Leader and form a Review Team with representation from faculty, staff and administration in your program/department.
2. Describe the communication methods and interaction strategies used by the Review Team to distribute and 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.

The academic dean is a member of all program review teams.

Review Team Leader & Job Title:
Review Team Members & Job Titles:
Describe the communication process for completing the program review document and how the information was distributed to all members of the program/department:

SECTION I: Curriculum and Learning Outcomes Assessment

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

Copy/Paste current curriculum map here – Must be approved by Curriculum and SLOA Committees.

If Curriculum/SLOA Committee review has not been completed, provide reasoning:

Provide a summary of curriculum changes submitted during the current academic year:

Provide a summary of curriculum changes to be submitted during the upcoming academic year:

2. Student Learning Outcomes Assessment: Annual Assessment Report and 3-Year Assessment Plan for Program, Course, and General Education/Institutional Learning Outcomes.

Copy/Paste recently completed Annual Assessment Report here – Must be approved by SLOA Committee.

If SLOA Committee review has not been completed, provide reasoning:

Copy/Paste current 3-Year Assessment Plan here – Must be approved by SLOA Committee.

If SLOA Committee review has not been completed, provide reasoning:

SECTION II: Institutional Effectiveness and Research Data: Demand, Employment/Transfer, and Success Rates

1. Demand

Insert (or Copy/Paste) summary Demand data here – from IER data package spreadsheet.

Provide an analysis of the five-year trend in demand data:

If received a “Cautionary” or “Unhealthy” rating, provide strategies/initiatives to address concerns:

2. Employment/Transfer

Insert (or Copy/Paste) summary Employment/Transfer data here – from IER data package spreadsheet.

Provide an analysis of the five-year trend in employment/transfer data:

If received a “Cautionary” or “Unhealthy” rating, provide strategies/initiatives to address concerns:

3. Success Rates

Insert (or Copy/Paste) summary Success Rates data here – from IER data package spreadsheet.

Provide an analysis of the five-year trend in success rate data:

If received a “Cautionary” or “Unhealthy” rating, provide strategies/initiatives to address concerns:

SECTION III: Resources: Instructional Costs, Personnel, Capital (Space Modification, Furniture, Equipment, Technology), Supplies and Other

1. Instructional Costs - Resource Cost per SCH

Insert (or Copy/Paste) summary Resources data here – from IER data package spreadsheet.

Provide an analysis of the five-year trend in cost per SCH data:

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

Name	Job Title (Program Director, FT Faculty, Adjunct Faculty, Lab Technician, Clinical Specialist, etc.)	Professional Development Activities last year and date of activity

Provide an analysis of current personnel and professional development needs based on trends in the discipline/field, demand, current staffing, anticipated changes within the program/department:

3. **Capital (Facilities, Space Modification, Furniture, Equipment, and/or Technology):** Consider the physical working space, location, equipment, and technology across the program/department.

Describe current program/department Capital (Facilities, Equipment, and/or Technology):

Provide an analysis of Capital needs:

4. **Supplies and Other (such as collaborations with other college departments):** Consider current supplies and other areas not listed above in prior sections.

Provide an analysis of Supplies and Other (such as collaborations with other departments: Library, tutoring, advising, etc.) needs:

SECTION IV: Summary of Ongoing/Current Initiatives and Proposed New Initiatives for Program Improvement:

1. **Summary of Ongoing/Current Initiatives:** Provide a brief description of any ongoing or recently completed initiatives/activities your program/department is working on for program improvement

Initiative(s) <i>Describe current initiatives in your program/department</i>	Status <i>Not started, Researching/Estimating, In progress, On hold, Completed</i>	Description of Progress	Anticipated Effect or Result

2. **Proposed New Initiatives:** Provide a description of any actionable new initiatives the program/department would like to propose to improve the program/department based on any “Cautionary” or “Unhealthy” ratings of data provided in the program review or that align with trends in industry/transfer discipline. Use a separate table for each proposed new initiative.

Briefly describe the proposed new initiative:	
<p>What Program Review component does the new initiative support? Demand, Enrollment, Employability, Transferability, Completion, Retention</p>	
<p>What YC planning documents does the new initiative align with? KPI from the Strategic Plan, Academic Master Plan, etc.</p>	
<p>What evidence supports the initiative will result in program improvement? Describe or attach documentation. Annual Assessment Report, Student Surveys, Advisory Board Recommendation, Alignment of Industry Standards, Transfer Course Equivalency Guide, Internal/External Research</p>	
<p>Describe the resources needed to support the new initiative. Personnel, Professional Development, Space Allocation, Equipment, Marketing, Advising, Technology, etc.</p>	
<p>Describe the anticipated result(s) of the new initiative. How will the implementation improve the program/department, student learning, student success, etc? What metrics/data will the program/department use to determine if the initiative was successful?</p>	
<p>Estimate a timeline for completion of the new initiative. What are the milestones for the initiative? Literature review, research, cost estimating, implementation, tracking, etc.</p>	
<p>Person(s) Responsible Who will be responsible for implementing and determining the success of the new initiative?</p>	

Copy/Paste a separate table for each proposed new initiative.

APPENDIX D: Academic Department/Program Annual Program Review Update Template



Student Learning Outcomes Assessment

ANNUAL PROGRAM REVIEW UPDATE:

For Associate’s Degrees, Certificates, and Academic Departments

Program/Department	
Program/Department Annual Review Year	
Program/Department Point Person	
School/Academic Dean	

SECTION I: Curriculum and Learning Outcomes Assessment

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

Provide a summary of curriculum changes submitted during the current academic year:

Provide a summary of curriculum changes to be submitted during the upcoming academic year:

4. Student Learning Outcomes Assessment: Annual Assessment Report and 3-Year Assessment Plan for Program, Course, and General Education/Institutional Learning Outcomes.

Copy/Paste recently completed Annual Assessment Report here – Must be approved by SLOA Committee.

If SLOA Committee review has not been completed, provide reasoning:

SECTION II: Institutional Effectiveness and Research Data: Demand, Employment/Transfer, and Success Rates

4. Demand

Provide an analysis of any changes in the Demand data from last year (increase or decrease):

5. Employment/Transfer

Provide an analysis of any changes in the Employment/Transfer data from last year (increase or decrease):

6. Success Rates

Provide an analysis of any changes in the in Success Rate data from the last year (increase or decrease):

SECTION III: Resources: Instructional Costs, Personnel, Capital (Space Modification, Furniture, Equipment, Technology), Supplies and Other

5. Instructional Costs - Resource Cost per SCH

Provide an analysis of any changes in Cost per SCH data from the last year (increase or decrease):

SECTION IV: Summary of Ongoing/Current Initiatives and Proposed New Initiatives for Program Improvement:

3. **Summary of Ongoing/Current Initiatives:** Provide a brief description of any ongoing or recently completed initiatives/activities your program/department is working on for program improvement. Update the table below to reflect on progress on last year's current and proposed initiatives.

Initiative(s)	Status <i>Not started, Researching/Estimating,</i>	Description of Progress	Anticipated Effect or Result

<i>Describe current initiatives in your program/department</i>	<i>In progress, On hold, Completed</i>		

