Comprehensive Program

Of

Woodworking Certificate

For

AY 2017-2020

Prepared by

Tamara Blaes

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# 1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

### Narrative:

This program has not been currently offered. It was revamped to align with the Independence High School construction classes but never moved forward.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:

N/A

# 2.0 Student Success

## 2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

### Narrative:

N/A

## 2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

N/A

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels.  Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Narrative:

N/A

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

N/A

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year. 

### Narrative:

N/A

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

### Narrative:

* IncludeAdvisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

ICC will partner with Independence High School in the future for this section.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

N/A

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

N/A

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

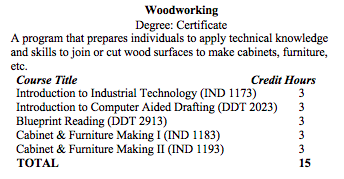
### Narrative:

The curriculum was developed in conjunction with the Independence High School construction instruction. It will be reviewed and adjusted as needed to align with the high school construction pathway.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:



6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

N/A

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

N/A

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

N/A

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

### Narrative:

N/A

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

These will be established when working with the high school once we get everything aligned and ready to be offered.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

The current goals for this program are to work out the alignment with the high school pathway and start offering it for concurrent credit. Jaicey Gillum will continue working with the high school on this.

7.4 Mission and Strategic Plan Alignment

### Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

This will be determined once there is an updated curriculum/outcomes and goals.

# 8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

N/A

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

Jaicey Gillum, Mark Allen, and Tamara Blaes met to talk about the future of this program and about the required program review. Jaicey Gillum completed this document.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

This program is currently not offered, and its offering is contingent on local high schools. If this program is not offered by the next comprehensive review, I recommend it be discontinued at that time. Brian Southworth PRC 4.27.2020

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.