

Academic Program Review, Planning and Development

2018-19 Academic Year

Handbook for the Comprehensive
Academic Program Review and Annual
Program Reviews.



At Independence Community College, the Comprehensive Academic Program Review process was developed in spring 2017, and has been updated each academic year. The focus of this process was extended to include purposeful, annual program action planning and development. This handbook is designed to be used by any program faculty member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Program Review Committee:

Kara Wheeler—Vice President of Academic Affairs, ext. 5635

Anita Chappuie--Director of Institutional Research ext. 5634

Taylor Crawshaw--Associate Dean of Academic Support, ext. 5457

Sarah Owen--Librarian, ext. 5468

Erick Wolfe—Fine Arts representative, ext. 5419

Brett Gilcrist--Social Science representative, ext. 5432

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Overview of Academic Program Review, Planning and Development

What are the goals?

At Independence Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: *Comprehensive Academic Program Review* and *Annual Program Review*. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Ensure that academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure that program priorities are consistent with the college's mission and strategic plan.

Who participates?

All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or Certificate at ICC
- Courses or sequence of courses designed to fulfill general education degree requirements at ICC leading to an Associate of Arts; Associate of Science; or Associate of General Studies
- Courses or sequence of courses designed to support broad goals related to ICC's mission (examples include: Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities

Refer to the Appendix 2 for a list of credit academic programs included in this program review process.

When do academic programs participate?

The *Comprehensive Academic Program Review* is completed by programs every three years. During the intervening years, on an annual basis, programs will complete the Annual Program Review, which is an abbreviated version of the Comprehensive Academic Program Review with the focus on student success and program innovation.

What is required?

Both the *Comprehensive Academic Program Review* and the *Annual Program Review* begin with reflection of program data (if provided by the Office of Institutional Research). Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review*, programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

Faculty will be provided with a MS Word Template for both the Comprehensive and Annual Reviews that can be found in the ICC's OneDrive to help facilitate the management of data distribution, document attachment and reflection elements. Training sessions on the process are available to all program faculty and staff early in the fall semester.

For additional training needs or questions about the process, programs may contact the Program Review Committee members.

Roles and Responsibilities

Academic Programs:

Each fall semester, all Academic Programs (faculty and staff) will request updated data from the Office of Institutional Research. Programs may choose to include additional resources such as survey results, trend data or advisory board recommendations. Using this compiled information, program faculty will provide the following:

- data reflection and narrative context;
- new and/or updated goals and action plans linked to the ICC mission, vision and strategic plan;
- budget recommendations; and
- a Program self-assessment vitality recommendation.

The *Comprehensive Academic Program Review* is completed by programs every three years. Programs in a given *Comprehensive Academic Program Review* cycle complete component parts of *Annual Program Review* along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement.

Program faculty will use the *MS Word Template found in OneDrive* to document and report all data and reflections.

The ICC Program Review Committee (PRC) plays a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise, and as needed, open and frequent communication with the Division Chair and Vice-President of Academic Affairs is encouraged throughout the process.

As a compliance requirement of the Higher Learning Commission accreditation, programs should be aware that summative data elements and other elements of the program review, planning and development narrative, along with the VPAA's assessment and feedback to the program, will be made available on the college website at the end of each academic year.

Division Chairs:

The Division Chair will provide comments within the program review to each program within the division. These comments, which should be used by programs during the review and development process the following fall, will include the Division Chair's assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the Program Review Committee's (PRC) division representatives for assistance with a program's program review process. The Division Chair's comments will also be used as the basis for discussion with the Academic Leadership Team and the VPAA on the

development of priorities for Academic initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process, as needed.

As a compliance requirement of the Higher Learning Commission accreditation, summative data elements and other elements of the program review, planning and development narrative, along with the Division Chair's assessment and feedback to the program, will be made available on the college website at the end of each academic year.

Program Review Committee (PRC):

The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review*, is an integral part of the Academic Program Review, Planning and Development process. The PRC is an ICC standing committee composed of at least one faculty member elected by each academic division and four members appointed by the VPAA. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency and relevancy. Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure that the process was beneficial. Programs may submit a written response to the feedback provided by the PRC as well as provide final edits of their submissions prior to the final deadline.

Division representatives to the PRC may also be a resource to programs in *Annual Planning and Development*. Refer to the beginning of this document for a current list of program review committee (PRC) members.

Vice-President of Academic Affairs (VPAA):

The Vice President of Academic Affairs is responsible for making recommendations to the President and Board of Trustees. Programs and/or Division Chairs may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process.

Discussions may also be initiated by programs, Division Chairs, or the VPAA in situations where the Division Chair and program have differing perspectives on vitality, goals, and/or action plans that cannot be reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions. The VPAA may also determine that further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President as part of the planning and budget recommendations.

For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Chair
- Program Faculty Representative
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the Program Faculty Representative is the same as Division Chair for program in question, then another Division Chair would be appointed by the VPAA.)
- Other representation as requested by VPAA (examples: Director of IR, Associate Dean of Academic Support, etc.)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program's status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

President and Board of Trustees:

The President is responsible for making recommendations to the Board of Trustees based on results from the *Comprehensive Academic Program Review*, and taking into consideration the recommendations made by the VPAA and the PRC. The President will review and clarify any questions prior to presenting to the Board of Trustees.

The Board of Trustees (BOT) is responsible for reviewing *Comprehensive Academic Program Reviews* with all recommendations from each level. They may ask any clarifying questions of the President and VPAA as needed. The BOT will choose to accept reviews, or to send them back to the PRC for more information. The BOT will also make the final decision regarding programs that are recommended for phase-out.

Academic Program Review, Planning and Development Timeline

August/September

Program Faculty:

- Attend training on *Comprehensive Program Review* and/or *Annual Planning and Development*
- Receive updated data from IR
- Review and Discuss the Summative Assessments of the previous year's process with the Division Chair
- Review requirements for completion and request additional data as needed to complete
- Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October

Program Faculty:

- Continue review, discussions and work on completing required sections.

Program Faculty/Division Chair/VPAA:

- Maintain open and frequent discussion, as needed.

October/November

Program Faculty:

- Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *The template provided in OneDrive*.
- Maintain open and frequent discussion with the Division Chair, PRC, PRC Division Representative and/or VPAA, as needed.
- By November 30, Annual Reviews should be submitted.

Program Faculty/Division Chair/VPAA:

- Maintain open and frequent discussion, as needed.

December/January

Division Chair:

- Review and clarify preliminary program planning and development proposals.
- Draft prioritized Division initiatives & budget proposals for next FY.
- Update program on Division prioritized initiatives and budget proposals for next FY.

VPAA:

- Review, clarify and refine preliminary division program planning & development proposals.
- Draft and refine prioritized initiatives and budget proposals for next FY.

February-March

Program Faculty:

- Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- Respond to feedback from Program Review Committee (*Comprehensive Program Review Cohort*).
- As applicable, complete the approval process through Academic Council for new, modified, or deactivated curriculum. This step must be completed by the end of March. Contact the Registrar's Office at for assistance.

PRC:

- Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the Comprehensive Cohort (January-Mar).

Division Chair and VPAA:

- Support academic program refinement of program goals and action planning and implementation.
- Maintain open and frequent discussion, as needed.

April-May

Division Chair:

- Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions and pending budget status for next FY.
- Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.

VPAA:

- Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

President:

- Review respective program Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.
- Present *Comprehensive Program Reviews* to the Board of Trustees

May-June

Board of Trustees

- Review *Comprehensive Program Reviews* and accept results or send back to PRC for further questions.

Guidelines for Completion of the Annual Program Review

The focus of the annual process is student and faculty success and continuous quality improvement. The program faculty will complete the following sections in the *Annual Program Review*. Details about each section are provided below.

Annual Planning Includes the Following Sections:

- 1.0 Program Data and Resource Repository
 - 1.2 Quantitative and Qualitative Data
 - 3.0 Assessment of Student Learning Outcomes
 - 3.2 Significant Assessment Findings
 - 4.0 External Constituencies and Significant Trends
 - 5.0 Program Planning and Development for Student Success
 - 5.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
 - 5.2 Academic Program Vitality Reflection, Goals and Action Plans
 - 8.0 Fiscal Resource Requests/Adjustments
 - 8.1 Budget Requests/Adjustments
 - 9.0 Program Planning and Development Participation
 - 9.1 Faculty and Staff
 - 9.2 Dean and/or Administrative Designee Response
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Guidelines for Completion of the *Comprehensive Academic Program Review* Process

The following gives an outline of the sections that program faculty will complete within the template provided in OneDrive for the *Comprehensive Academic Program Review* process. The numbering system shown below mirrors that which is used within the template provided in OneDrive software. Details about each section are provided below.

Comprehensive Review Includes the Following Sections:

- 1.0 Program Data and Resource Repository
 - 1.1 Program Summary
 - 1.2 Quantitative and Qualitative Data
- 2.0 Student Success
 - 2.1 Define Student Success
 - 2.2 Achieve/Promote Student Success
- 3.0 Assessment of Student Learning Outcomes
 - 3.1 Reflection on table provided on assessment
 - 3.2 Significant Assessment Findings
 - 3.3 Ongoing Assessment Plans
- 4.0 External Constituencies and Significant Trends
 - 4.1 Program Advisory Committee
 - 4.2 Specialized Accreditation
 - 4.3 Other
- 5.0 Curriculum Reflection
 - 5.1 Reflection on Current Curriculum
 - 5.2 Degree and Certificate Offerings or Support
- 6.0 Faculty Success
 - 6.1 Program Accomplishments
 - 6.2 Faculty Accomplishments
 - 6.3 Innovative Research, Teaching or Community Service
- 7.0 Program Planning and Development for Student Success
 - 7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
 - 7.2 Academic Program Vitality Reflection, Goals and Action Plans
 - 7.3 Academic Program Goals and Action Plans
 - 7.4 Mission and Strategic Plan Alignment
- 8.0 Fiscal Resource Requests/Adjustments
 - 8.1 Budget Requests/Adjustments
- 9.0 Program Planning and Development Participation
 - 9.1 Faculty and Staff
 - 9.2 Dean and/or Administrative Designee Response
- 10.0 Appendices

Comprehensive Program Review Sections

1.0--Program Data and Resource Repository

1.1 Program Summary – The program faculty should provide a descriptive summary of the program.

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.

The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired.

In addition to the data already provided, program faculty should consider this field as a repository for any information that aids in program development and planning. Programs should look for data which would support or possibly influence current curricular offerings, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight program/faculty/student successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the software at any time. All data should be cited clearly and completely and include the reference and acquisition date. Ideally, each resource will also include a succinct

summary and possible implications for the program.

Examples of other information that program faculty and staff may wish to include:

- Class Capacities and Percent Fill Rate
- Balance of program curriculum and impact across the college by indicating those courses offered primarily to:
 - Support developmental or college preparation;
 - Meet General Education and/or Cultural Diversity requirements;
 - Facilitate transfer;
 - Support career and technical programs;
 - Provide career and technical core required knowledge and skills; and/or
 - Provide career and technical knowledge and skill options
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and Industry Trends
- Market trends

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.

Example: *The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, compelling composition, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.*

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.

Example: *The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students' needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline- related content, including Learning Communities, Independent Studies, and Honors contracts/courses.*

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.

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.

Example 1: Reflection on table provided on assessment:

The faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five courses have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Outcomes Assessment Committee.

Significant assessment findings:

Most importantly, this process has resulted in improved student learning. The process has facilitated numerous faculty exchanges of content and delivery improvement ideas, and, of course, the implementation of the same.

Example 2: Reflection on table provided on assessment:

Faculty will continue to make refine the department's current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:

By creating a new rubric, the department was able to investigate what students to accomplish in in the visual analysis / research paper. Certain components of the rubric mention understanding the "context" of the work of art, such as the socio-political / historical context in which the work was created, etc. Further, specifically addressing the importance of using "art historical terminology" encourages instructors to more carefully define terminology in their classes.

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.

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:

- Include Advisory 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).

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.

4.3: Other:

Following are some examples of possible external constituencies that may be used by program faculty when looking for trends that impact program efficacy and student success. The examples given are not exhaustive and will not apply to all programs.

HLC Accreditation: The College's regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus. You should explain how your program falls into one of the following areas:

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3. A. The institution's degree programs are appropriate to higher education.
 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
 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 demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.
3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
 2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
 4. 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.
 5. Instructors are accessible for student inquiry.
 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and

- supported in their professional development.
3. D. The institution provides support for student learning and effective teaching.
 1. The institution provides student support services suited to the needs of its student populations.
 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
 3. The institution provides academic advising suited to its programs and the needs of its students.
 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
 5. The institution provides to students guidance in the effective use of research and information resources.
 3. E. The institution fulfills the claims it makes for an enriched educational environment.
 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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.

Core Components

4. A. The institution demonstrates responsibility for the quality of its educational programs.
 1. The institution maintains a practice of regular program reviews.
 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
 3. The institution has policies that assure the quality of the credit it accepts in transfer.
 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or

employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4. B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4. C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
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.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Other External Constituencies: Some examples are Career Pathways or other career development activities, ICC NOW or other dual credit or academic development activities, Civic or Academic Honors, Community Service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student outcomes.

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities or K-12 curriculum or emphases.

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?

Example: *Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.*

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

Our program adapts and changes with the educational needs of the community it serves.

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.

6.0--Faculty Success

6.1 Program Accomplishments –The program faculty should highlight noteworthy program accomplishments.

6.2 Faculty Accomplishments –The program faculty should highlight noteworthy accomplishments of individual faculty.

Example: *Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Independence. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.*

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.

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.

Example 1: *The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In spring 2012, one full-time faculty member resigned and was not replaced. In spring 2013, one full-time faculty member retired and was replaced. Part-time faculty student credit hours decreased by 31%.*

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as “Course by Arrangement” to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.

Our students’ completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review Data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2: *Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.*

Completion, Success, and Attrition Complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

7.2 Academic Program Vitality Reflection - 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. Program faculty must specifically state which vitality descriptor they believe the program falls under.

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

Vitality Indicators

Demand	Quality	Resource Utilization
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<ul style="list-style-type: none"> • Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; educational; market/industry) • Other, as applicable 	<ul style="list-style-type: none"> • Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • Employer satisfaction • Wage potential • Industry engagement • Other, as applicable 	<ul style="list-style-type: none"> • Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/Technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other, as applicable
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Vitality Categories

- Potential Enhancement Opportunities
- Maintain Current Levels of Support/Continuous Improvement
- Revitalization Opportunities or Needs
- Phase Out

Vitality Category Descriptions

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

- Program exceeds ICC's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- Program shows a clear and consistent upward trend in majors and student credit hour production.
- Program is above ICC comparative discipline data on average for student retention, transfer and/or graduation.
- Cost per student is at or below national averages or other comparative numbers available

for this type of program.

- E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
- F. Indication of unmet demand and that the program could grow further with additional resources.
- G. Qualitative indicators suggests high program quality and student outcomes.
- H. Program is well aligned with ICC mission, strategic plan and KPI's.
- I. There is evidence to suggest that there is sufficient demand to initiate a new program.
- J. Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- A. Program is on par with ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a stable trend in majors and SCH production.
- C. Program is near ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is close to national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
- F. Indication that program is meeting need with adequate resources.
- G. Qualitative indicators suggests appropriate program quality and student outcomes.
- H. Program is aligned with ICC mission, strategic plan and KPI's.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

- A. Program is below the ICC comparative discipline data medians/averages on most criteria.
- B. Program shows a declining pattern in majors and SCH production.

- C. Program is below the ICC comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is well above national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is below other comparative numbers available for this type of program.
- F. Indication that program is not meeting needs and requiring substantial resources.
- G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for a Dean to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a Dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

- A. There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
- B. There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Program Review*.
- C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
- D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

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.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?

MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for faculty and staff
- Curriculum updates, modifications or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; Advisory Engagement; Recommendations; and Projections/ Expectations
- Planned Honor and Co-Curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams

Example: Long and Short Term Goal Setting

Long-term Goals

1. Improve academic performance (2014-2017) as will be evidenced by reduction in attrition by 5% and maintenance of current national exam pass rates.
2. Improve critical thinking, clinical judgment, and reasoning in students during the next three years (20-14-2017) as evidenced by performance in labs and employer satisfaction.

Short-term Goals

1. Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.
2. Incorporate reading as a pedagogical activity by increasing participation in common read projects and encouraging students to increase the amount of time they spend reading each week of the coming academic year.

7.4 Mission and Strategic Plan Alignment –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)

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.

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).

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.

10.0 Appendices and Attachments: Any additional information that the programs would like to provide may be included in this section.

Appendix 1: Independence Community College Mission, Vision and Core Values Statements

Mission

Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development.

Vision

To be a community college that provides an exceptional educational experience by cultivating intellect, encouraging creativity, and enhancing character in a student and community centered environment.

Core Values

Integrity: ICC holds its employees and students accountable to be honest, ethical, and transparent.

Excellence: ICC demonstrates continuous quality improvement in academics and services offered to students and other stakeholders.

Responsiveness: ICC looks to the future by responding to the emerging needs of its stakeholders.

Diversity/Enrichment: ICC provides an environment that values uniqueness while promoting personal growth through creativity and innovation.

Commitment: ICC commits to making decisions that best serve its students and community.

Appendix 2: Program Schedule for Comprehensive Academic Program Review

Three-Year Comprehensive Academic Program Review Cycle

(When program is not on Comprehensive review, they are completing the Annual review)

Cycle AY 2017-18, 2020-21	Cycle AY 2018-19, 2021-22	Cycle 2019-20, 2022-23
AS-Elementary Education	AS Accounting	AAS, C--Administrative Office
	AS-Communication*	C-Automotive Technology
AGS-General Studies	AS-Biology	AS-Business Administration
AS-Health, PE, Recreation	C-EMS Education	AAS, C-Computer Information Technology
AA, AS-Liberal Studies	C-Advanced EMS Education	AAS, C-Early Childhood Education
	AA-English Language and Literature	AS-Computer Science
C-Long Term Care	AS-Engineering, Math, Physical Science*	AAS, C-Culinary Arts and Hosp. Mgmt
AS-Pre-Nursing	AAS, C-Cosmetology	AAS, C -Web Design and Development
AS-Criminal Justice	AA-Theatre Arts-Performance Track/Production Track	C-Woodworking
AS-Social Science	AA-Musical Theatre*	C-Welding
AA-Art	AAS-Veterinary Technology	
AA-Music	Developmental--Math	
AS-Athletic Training	Developmental--English	
	AAS, C – Fab Force/Small Business Management*	
	AS-Pre-Psychology*	

*New Program that will not complete Comprehensive until 2021-22.

Appendix 3: Responsible Faculty for Program Review

Program:	Division:	Faculty Member in Charge:
AS Accounting	STEMB	John Eubanks
AAS/Certificate Administrative Office Management	STEMB	Jody Coy
AS Athletic Training	STEMB	Raechal Martin
AA Art	Fine Arts	*Division Chair or Designee
Cert Automotive Technology	Technical	*Division Chair or Designee
AS Biology	STEMB	Thomas Weaver
AS Business Administration	STEMB	John Eubanks
AS Communication	Humanities/Social Science	Marg Yaroslaski
AAS/Cert Computer Information Technology	STEMB	Melissa Ashford
AS Computer Science	STEMB	Tamara Blaes
AAS/Cert Cosmetology	Technical	Tonda Lawrence
AS Criminal Justice	Humanities/Social Science	Ben Seel
AAS/Cert Culinary Arts and Hospitality Mgmt	Technical	*Division Chair or Designee
AAS/Cert Early Childhood Education	Technical	*Division Chair or Designee
AS Elementary Education	Humanities/Social Science	Kara Wheeler
AAS Engineering, Math, Physical Sciences	STEMB	Nyssa Crompton
AA English Language and Literature	Humanities/Social Science	Heather Mydosh
AAS/Cert Fab Force/Small Business Management	STEMB	Melissa Ashford
AGS General Studies	ALL	Kara Wheeler
AS Health, PE, and Rec	Humanities/Social Science	Brett Gilcrist
Cert EMS Education	Technical	Sue Manning
Cert Advanced EMS Education	Technical	Sue Manning
AA/AS Liberal Studies	ALL	Kara Wheeler
Cert Long Term Care	Technical	Mallory Byrd
AA Music	Fine Arts	Jim Henderson
AS Musical Theatre	Fine Arts	Erick Wolfe
AS Pre-Nursing	STEMB	Mallory Byrd
AS Pre-Psychology	Humanities/Social Science	Brett Gilcrist
AA Social Science	Humanities/Social Science	Jennifer Wilson
AA Theatre Arts--Performance Track/Production Track	Fine Arts	Page Petrucka
AAS Veterinary Technology	Technical	Amanda McCormick
AAS/Cert Web Design and Development	STEMB	Tamara Blaes
Cert Welding	Technical	*Division Chair or Designee
Cert Woodworking	Technical	*Division Chair or Designee

Developmental: Math	STEMB	Allen Shockley
Developmental: English	Humanities/Social Science	Bridget Carson