1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as wellas three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscalyear.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. 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. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

I have included the Auto Tech Assessment Data for the required time period.
ASE Assessment Data AY 2017
Number of Faculty:
0 full time
1 part time (D. Townsend)
Enrollment & Student credit hours by Faculty type:
Full time: 0 total credit hours taught, with 0 total students enrolled
Part time: 3 credit hours taught, 4 total students enrolled
Average Class size:
4 students in Face-to-Face classes
0 students in online classes
4 students across all Auto Tech courses
Completion rates:
100% face-to-face
0% online
100% all Auto Tech courses
Pass ('D' or better) rates:
100% face-to-face
0% online
100% all ENG courses
Number of Majors: 0
Degrees Awarded: 0

Evidence:

- ASE Assessment Data AY 2017

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program 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 Appendix 2 for ICC SLO's and Resource C- for more information.)*

Narrative:

We currently do not have any assessment data gathered for this program. If we choose to continue the program moving forward, Program and Course Outcomes need to be established. We will also need to decide how much of this work should be done by the adjunct responsible for the program at Fredonia High School.

4.0: EXTERNAL CONSTITUENCIES 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. (*See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair withan asterisk(*).
Upload meeting minutes from the previous spring and fall semesters.

Narrative:

This program is offered at Fredonia High School only. While they meet all of the State requirements for this to be a funded program through Perkins at the secondary level, we do not have requirements for an Advisory Board.

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 for Auto Tech.

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

This program is currently only offered to concurrent students at Fredonia High School. We have used Perkins funding to help the purchase of equipment for the program, and we have a qualified instructor who runs the program that is employed by the Fredonia School District.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning.In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C*)

Narrative:

In reviewing our quantitative data, you can see that we had 4 students take Electrical I last year at Fredonia High School. Because they were high school students, they were not degree-seeking. In speaking to other colleges, it looks as though ICC could change its practice and allow these students to become majors in this area to better track their successful completion of the program. Fredonia has a large population of free/reduced lunch students, and enrollment is limited to these students because only those who can afford the tuition can enroll since they do not qualify for Federal Financial Aid as high school students. This program is funded through Kansas's Excel in CTE bill, which allows colleges to reimbursed a certain dollar amount set by the state for technical courses. My goal moving forward is we find a way to offer these courses for free to high school students to allow them to complete all required coursework and graduate from ICC with a technical certificate in Auto Tech.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the ProgramSummative Assessmentform.

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 Resource D for detailed descriptions of the vitality recommendation categories*.)

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 honors, 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 Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.)*

Narrative:

I believe this program falls into the Vitality Category of "Revitalization Opportunities or Needs". I chose this level for the following reasons:

3B: The program shows a declining pattern in majors and student credit hour production.

3G: Qualitative indicators give insufficient data to suggest quality program and student outcomes.

We do not seem to have good numbers for this program due to the cost to the high school students and the timing of the courses at the high school. We also do not have any data regarding student outcomes in this program because data has not been collected. This program is aligned across the state for Program courses and Outcomes, we just need to do a better job of collecting the data and analyzing it.

Long-Term Goals for Auto Tech:

1. The Auto Tech program will have 20 declared majors (students) in 5 years.

2. The Auto Tech program will have 75% of declared majors complete and pass their certification test in 3 years.

Short-term Goals for Auto Tech:

1. Fully develop Program and Course Outcomes for the Auto Tech program by end of spring semester 2018.

2. Start gathering data for course and program outcomes in Fall 2018.

3. Work with ICC NOW Coordinator and CFO on plans to offer courses for free to high school students beginning spring 2018.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. *(See Resource G for more details on possible items to include.)*

Narrative:

Currently Auto Tech does not have a specific budget line in our regular budget. This is because we only pay for an adjunct to teach the needed courses each semester. I would recommend that the dollars budgeted for the adjunct be included in the ICC NOW budget since high school students alone will be enrolling in the courses.

Approximately 3 Courses per semester at 3 credit hours each: $4,950.00 for Adjunct Pay.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Since this program does not have a full-time faculty member, the review was written by the VPAA, Kara Wheeler.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I think enrollment would increase if SB155 was added to this class. Due to cost students are not enrolling. If enrollment is not increased then the program should be cut from us offering this class.