I. Academic Affairs Office will request Data from Institutional Research, Office of Finance, and Curriculum/Assessment to be provided to Program Review Workgroup

- **Enrollment**
  - Number of students enrolled in program/area courses
  - Number of courses offered vs. courses populated with 12 students(+) per section
  - Number of student credit hours generated by program/area courses

- **Persistence**
  - Percent of program enrollment who persist from fall to spring
  - Percent of program enrollment who persist from fall to fall

- **Retention**
  - Percent of students who are retained within a course
  - Percent of students who are retained course to course
  - Percent of students retained in program/courses who are successful

- **Successful Outcomes**
  - Percent of students in program/courses who achieve course outcomes
  - Percent of concentrators who achieve program outcomes
  - Percent of students in program/courses who achieve institution-wide outcomes

- **Completion**
  - Percent of program/area completers within three years
  - Percent of certificates/degrees completers (per program/area)

- **Benchmarking**
  - Comparison to like institutions—direct instructional costs (per NCCBP)
  - Comparison to like institutions--student engagement/satisfaction (per CCSSE and Noel Levitz)
  - Transfer Performance (KBOR)
  - Retention/success, core academic areas/developmental (NCCPP)

- **Cost Effectiveness**
  - Number of full-time equivalent students per full-time equivalent faculty
  - Student headcount to faculty ratio
  - Cost per student credit hours of program/area
  - Pattern of general operating expenses within the program during past 3 years (e.g., budgeted line items, grants/donations/fund-raising projects, major equipment purchases vs. extraordinary expenditures)
  - Average class size

- **Data Specific to Program/Area Under Review**
II. Department Chairs will form Program Review Workgroups (technical programs, general education/fine arts, developmental education)

- Workgroups determine how to achieve effective, valuable, meaningful discussions and recommendations
- Workgroups consist of:
  - Representative full-time faculty who teach in the program/area
  - Representative part-time faculty who regularly teach in the program/area
  - One individual from outside the program/area (from industry, another institution, or another HCC program/area)
  - Other persons who will contribute to the efficiency/effectiveness of the group
- Department chair(s) or leadership of program/area will convene/facilitate review work
- Workgroup will review/revise syllabi (course/program outcomes) and create program maps identifying where program outcomes are addressed, reinforced, emphasized (per the template)

CONTENT DISCUSSION (Questions to Consider during Review.)

1. **Capacity**—What is the capacity (size/scope) of the program/area given available resources?
   a. How does breadth/depth of academic content support the program/area?
   b. How are enrollment patterns (e.g., unduplicated headcount, FTE, retention rates—fall to spring, and credit hour production) per academic term trending within this program/area? What denotes sufficient critical mass?
   c. How many students are program completers (employed and unemployed)? How many students graduate? transfer? Have been placed in career employment? Have remained in Kansas?
   d. What are student attrition rates? dismissals? withdrawals (passing and failing)?
   e. What is the average time (credit hours or academic terms?) to certificate? credential? degree? transfer?
   f. What is sufficient size/scope of the program/area to affirm it can be conducted effectively?
   g. Does this information analysis suggest opportunities for consolidation, restructuring, partnering, and/or reinvention? What could these be?

2. **Demand**—What is the demand for the program/area by students? by business/industry? by community? by service-area?
   
   **External Demand**—
   a. What are labor market (employment, average salary, projections) and workforce demand data (local, state, regional, national) for program/area enrollments? What are demand trends?
   b. What is the likely potential for future growth given the current resources for the program/area? Is the program/area positioned for the future?
c. How is the program/area offered at a level that corresponds to the demand? How are scheduling patterns reviewed?

d. What other forces in the surrounding environment affect this program/area?

e. How does business/industry actively support this program/area (e.g., advisory committee, resources, donations, hiring graduates)?

**Internal Demand--**

a. What institutional demands are dependent upon this program/area?

b. What courses/other programs of study would suffer, or possibly fail, without this program/area?

**3. Curriculum--**

- How is the curriculum subjected to meaningful analysis? How/when are additions/deletions/consolidation to course content discussed?

  a. How has the curriculum been designed to provide integration among general education, applicable technical skills, appropriate workplace basic skills, or basic academic skills?

  b. How many students participate in experiential learning opportunities (e.g., apprenticeships, internships, co-operative learning, practicums, preceptorships)?

  c. When was the last reform/redesign to ensure comprehension of expanding knowledge and current technology of the field? If more than 3 years, when is the next renovation planned?

  d. How has the program/area successfully shifted the delivery of the curriculum to meet the changing needs of the industry? of the students? of receiving programs of study?

**4. Quality of Program Outcomes--**

- What is measured with program/area outcomes? How are these attainable throughout the program? How are these validated and aligned with employment/transfer opportunities? How do program/area completers/graduates know they were successful?

  a. How have completers/graduates fared on external assessments? In the area of student outcomes, what test scores on nationally standardized instruments measure attainment? What is the trend over time of completers/graduates on state/national professional licensure/certification examinations?

  b. Considering the percentage of students who participate/complete an industry-endorsed assessment, how could this number be increased?

  c. What congruence exists between intended and actual learning outcomes? What evidence proves learning outcomes?

  d. What are the degrees of stakeholder satisfaction—students, alumni, advisory council members, employers, transfer institutions?

  e. What alumni records/placement data/measures indicate program/area success?

  f. How well do students transfer into receiving baccalaureate institutions?

  g. What involvement/influence do advisory council members have on curriculum, practices, and policies?

  h. How well do program/area faculty achieve in measures of teaching effectiveness?

  i. What is the program/area faculty track record in presenting at state/national conferences, achieving state/national recognition, or receiving recognition as experts in their fields?
j. What results document program/area quality? What is the external validation of quality? What evidence documents added-value?
k. To what degree, do outcomes mirror best practices of competition (industry, similar institutions, for-profit providers, baccalaureate institutions)?

5. Impact, Justification, and Overall Essentaility
   a. What impact has this program/area had, or promises to have?
   b. What is the connecting relationship between this program/area and achievement of the institutional mission?
   c. How essential is this program/area to the institution?
   d. Does this program/area serve students in ways that no other program does?
   e. Does this program/area respond to a unique societal demand/need that the institution values?
   f. How is this program/area linked with the institutional overall strategic plan?

V. Determine “Opportunity Analysis”
   • External Environmental Factors (e.g., technology, financial, gainful employment, graduate wages, social, economic conditions, learner readiness, competition, learner interest/awareness, demographics, changing methods, regulations, legal implications, political impacts) What affects the institution that might create opportunities for this program/area?
   • Benchmarking
     a. How do results compare with (e.g., other programs at HCC, similar programs at other institutions, local, state, regional, national) existing standards or benchmarks, and/or previous years for the program/area?
     b. What are possible reasons for the program/area results differing from those used for comparison?
   • Opportunities
     a. What opportunities exist for the program/area to continue, but in a different format? Different delivery system? Different opportunity?
     b. Considering opportunities for productivity gains, what would enhance the program/area? And enhance student success?
     c. What partnerships might be available to increase efficiency and enhance capacity?
     d. What cost-containment measures could be implemented with restructuring or technological innovation?
     e. What is the program/area’s strategy for integrating information technology?
     f. What are possible cooperative/collaborative relationships with other programs/areas? With other institutions?
     g. How do/can program/area faculty and staff advance new program ideas?
     h. What are the opportunities for combining courses/sections with other program/area units? Where can duplication be minimized?
     i. What is the potential for reengineering the way the curriculum is delivered?
     j. How is this program/area poised to transform itself in new/different ways?
• **Barriers**--What are the barriers to improving results?

• **Other Analysis**--What other information do the data reveal?

**OUTCOME EXPECTATION**

**Follow up--determine:**

- trend lines, patterns, longitudinal comparative information
- rubrics/common set of evaluation tools for particular program
- timelines for action (cycle of follow-up, documentation, review)
- investment in new resources that will be required to expand program quality
- planning/budgeting/priorities of decisions
- what kind of decision-tree/rating system will weigh importance of items (e.g., high/medium/low, growing/stable/declining, exceptional/strong/adequate/weak)
- action plans after reviewing results (e.g., enrichment/expansion, consolidation/restructuring, modification, addition/reduction, elimination)

• **Write action improvement plan** (according to template) with indicators/results/outcomes submitted annually to the Vice President of Academic Affairs.