

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 Essentiality

- 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.