ACADEMIC PROGRAM REVIEW GUIDE

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I. Introduction

ACADEMIC PROGRAM EFFECTIVENESS SYSTEM
MIDLANDS TECHNICAL COLLEGE

Midlands Technical College is committed to students, to the achievement of excellence, and to the vision that the college can meet these commitments only through a plan of assessing and strengthening the college's effectiveness. The college has endorsed an Institutional Effectiveness Program which incorporates basic elements of planning and evaluation resulting in on-going institutional improvements. Central to this effort is the effectiveness of the academic programs which exist to positively influence the future life and work of students.

The College and Academic Affair Divisions developed and adopted a Program Effectiveness System to assess the effectiveness of majors or academic departments from a variety of perspectives: those of enrolled students, graduates, advisory committee members, employers, and college faculty and administrators. The most important focus of this effort is on students -- their learning outcomes and their successes.

The academic program faculties are responsible for carrying out the Program Effectiveness System. The Office of Assessment, Research, and Planning (ARP) assists them by providing the framework for the process and gathering key data. ARP assists faculty in considering the data, findings, and recommendations. Final reports are submitted to ARP for archiving purposes.

Listed below are the guidelines and assumptions used in conducting the Program Effectiveness System and in completing this program self-evaluation.

A. Academic program assessment will include a variety of success indicators or criteria such as measures of student achievement and satisfaction, enrollment, retention, program completion, job placement, employer satisfaction, average GPA, faculty credentials, student evaluation of instruction, licensure results (if applicable), and student learning outcomes; as well as measures related to program accreditation.

B. The determination and assessment of student outcomes is essential to academic program assessment--especially those capstone or exit competencies expected after program completion. While student outcomes will vary with individual programs, they must be appropriate to the academic field, the student, and the mission of the college.

C. Stated outcomes and the program assessment plan should address general education skills, desired behaviors, and knowledge as well as career/technology skills and knowledge.

D. The Program Effectiveness System typically operates on a five year cycle and, if possible, coincides with self-studies and external accreditation agency visits. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills, and attitudes leading to employment in the field and/or successful transfer into a corresponding senior-level program.

E. The program review process will identify future directions and actions for the program through recommendations based on documented findings. These recommendations will be included in the strategic and annual operational plans of the unit. Budget requests should be related to program review findings. The progress on achieving approved Program Review recommendations is assessed after one year to provide accountability to the program review process.

F. While other college entities have responsibilities for providing requested data, the program review is a self-assessment activity. The program's faculty, the program coordinator, and the department chair have the ultimate responsibility for insuring that the program review analysis and report is complete and accurate, and that findings and recommendations are based on relevant data.

G. The program coordinator is urged to involve as many program faculty members as possible into the program review process. This involvement has several salutary benefits. First, it reduces the workload of any one individual. Second, it brings a range of perspectives into the analysis and recommendation formulation. Third, it contributes to "ownership" of the recommendations, helping to ensure the recommendations are being carried out.

H. Chief responsibility for the design and use of the program review process for making program improvements lies with the program coordinator, department chair, and the Vice President for Academic Affairs. All of these individuals are involved in follow-up activity once the review has been completed.

II. Academic Program Review Timeline

The Program Review process takes approximately one full year to complete. The cycle is outlined below in four and five month segments.

- Part One – March through June
- Part Two – July through October
- Part Three – November through March/April

Part One: March through June

1. ARP meets with Program Coordinators/Directors and/or Department Chairs to discuss the *Program Review Guide*, roles and responsibilities, timelines, survey development process, and the DACUM process (if applicable). ARP will discuss procedures for gathering data for program review. (March/April)

2. The Program Coordinator/Director and/or Department Chair meet with the ARP Survey Research Lab staff to review previous surveys conducted for the program and develop the necessary survey instruments: current student, alumni, and employer surveys. (March/April)

3. The ARP Survey Research Lab staff prepares the final form of the survey instruments to be used in the Program Review process and forwards minutes from the survey design meeting and timelines to the Program Coordinator/Director and Department Chair for approval. (April/May)

4. The ARP Survey Research Lab staff administers the alumni survey. (May/June)

Part Two: July through October

5. The ARP Survey Research Lab staff assembles materials for the employer survey. (Permission from alumni must be given in order to survey their employer.) (July/August)

6. The Program Coordinator/Director informs faculty of classes included in the Current Student Survey and coordinates return of completed surveys to the ARP Survey Research Lab. (July or September)

7. ARP ensures program analytical data required by the provisions in this guide are available to the Program Coordinator/Director and Department Chair. (See Section III of this guide) (September/October)

8. The Program Coordinator/Director completes the *Curriculum and Faculty Review Form* for their program, as well as, the *DACUM Facilitator's Report* (if applicable). Note: the DACUM process actually begins much earlier. See Appendix B of this Program Review Guide. (September/October)

Part Three: November through March/April

9. ARP Survey Research Lab completes the analysis and reports for the Current Student, Alumni and Employer surveys and forwards the reports and the *Survey Report Data Form* to the Program Coordinator/Director and Department Chair. (November/December)

10. Optional meeting to discuss Analytical Data (November/December).

11. The Program Coordinator/Director completes the *Student Learning Outcomes* forms, identifying the outcomes and measurements. (December)

12. Program Coordinators/Directors meet with the ARP Survey Research Lab staff to discuss the results of the Current Student, Alumni and Employer surveys. This meeting is optional. (January)

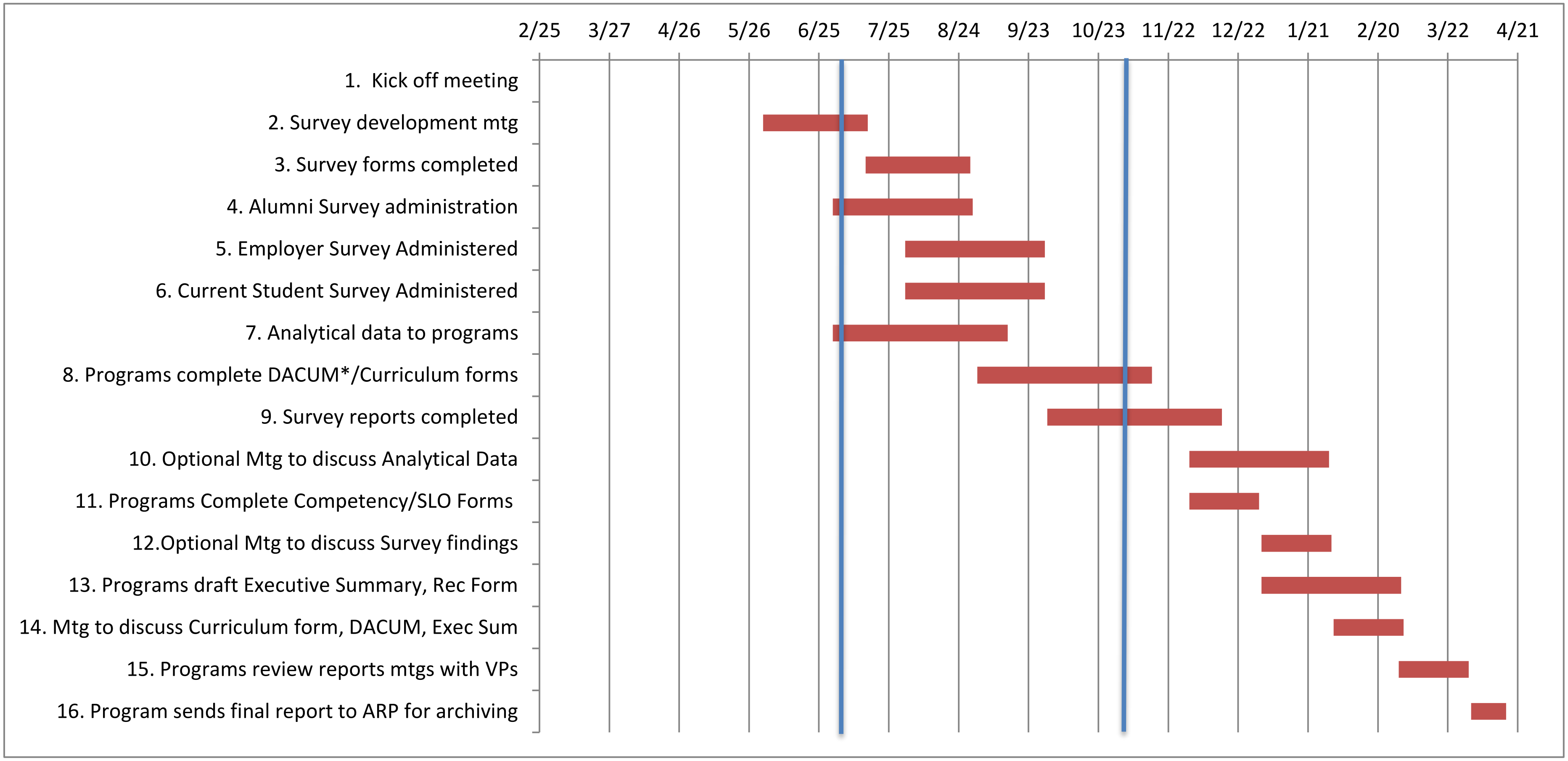
13. The Program Coordinator/Director drafts the *Program Review Executive Summary* detailing the program's strengths, weaknesses, and recommendations, incorporating DACUM findings and completing the *Program Recommendations Form.* The Program Coordinator/Director reviews the draft with the Department Chair. (January/February)

14. Program Coordinator/Director meets with ARP to review the *Curriculum and Faculty Review Form*, the DACUM Facilitator's Report, and drafts of the *Executive Summary* and *Program Recommendations Form*. (February)

15. The Department Chair and Program Coordinator/Director meet with the appropriate Vice President or Associate Vice President to finalize the *Executive Summary* draft and discuss the strengths, weaknesses, and priority recommendations of the Academic Program Review. Signatures for the Introduction/Signature page are obtained.(March)

16. The Program Coordinator/Director sends the complete report in Word form as a single document to ARP for archiving. (March/April)

Program Review Timeline (cont'd)



*For the program the DACUM process should begin no later than June or July. See Appendix B of this Guide for a suggested timetable.

III. Data for the Academic Program Review Process

A. PROGRAM REVIEW SURVEYS

Three surveys are administered during the Academic Program Review process, the Current Student Survey, the Alumni Survey, and the Employer Survey. They are designed to provide the program faculty feedback data from which it can base additional assessments and formulate plans for improvement. The surveys are standardized, and in scannable or electronic survey format. ARP Survey Research Lab staff will review the standard forms and make adjustments to meet the program's unique needs, as well as, ensure the survey continues to meet program review requirements. (See Section VI for standardized survey forms.)

The Current Student Survey

This survey targets students who are enrolled in advanced level courses required for the program (non-general education), providing a survey base of students who have some knowledge of the program and the college. Course(s) in which the survey is administered are determined by the Program Coordinator/Director with consideration given to providing the highest number of unduplicated respondents as possible. Each student should only be surveyed once, so if multiple courses are selected, care must be taken to select courses that preclude dual surveying.

The Alumni Survey

This survey is administered to graduates of the program within the last five academic years. The purpose of the alumni survey is to obtain satisfaction levels of graduates with their academic program and skill development, as well as identify program areas needing improvement.

The alumni survey is administered over a four week period. Administration can be through email or by mail survey, depending upon the quantity and accuracy of alumni contact information available. In either case, alumni are sent two invitations approximately two weeks apart. Each mailed survey consists of an alumni survey form, cover letter, and self-addressed, postage-paid return envelope. The cover letter, signed by the Program Coordinator/Director, explains the purpose of the survey, as well as, emphasizes the importance of alumni responses and encourages each respondent to grant the college permission to survey their employer.

The Program Coordinator/Director will be notified of the status of the alumni survey as it progresses. In the event of low response rates, ARP suggests the Program Coordinator/Director attempt to contact graduates who have not responded, and encourage them to submit their survey.

The Employer Survey

The Employer Survey is mailed to employers of all surveyed graduates who meet two specific criteria. The graduate must: 1) give permission to send their employer a survey and, 2) currently work in a job related to their program of study. ARP will provide a list of employer information captured in the alumni survey to the program coordinator/director. Review of the employer's list and verification of addresses is the responsibility of the program coordinator/director.

Using the same methodology as the alumni survey, the employer survey is sent by mail with a cover letter signed by the program coordinator/director and a self-addressed, postage-paid envelope. The employer survey is to be completed by the individual responsible for direct supervision of the graduate. Program coordinators/directors are expected to contact employers in the event of low response rates.

<u>Responsibilities in the Surveying Process</u>

Program Coordinator/Director and/or Department Chair

- Meet with the ARP Survey Research Lab team to develop the Current Student, Alumni, and Employer surveys. To the meeting the Program Coordinator/Director will bring 1), a firm concept of the aspects of program which need to be evaluated and 2), a draft of any specific questions that they want to include.

- Provide a scannable signature that will be used in the cover letters for the Alumni and Employer surveys.

- Review and approve all updated drafts of the Current Student, Alumni, and Employer surveys by an agreed upon date.

- <u>Current Student Survey:</u>
  - Select the course(s) for the Current Student Survey and provide this list to the Survey Research Lab team.
  - Administer the Current Student Survey in class and collect the completed surveys (normally this consists of designating a student to collect the completed surveys and sealing them in an envelope). As part of the administration of the survey you should explain to the students the importance of providing truthful answers and encourage them to make comments to explain their answers where noted. It is critical that the student be instructed in the correct manner to mark the survey. A short list of instructions will be provided to faculty by ARP to facilitate this process.
  - Return the completed surveys in the sealed envelope to the ARP Survey Research Lab for analysis.

- <u>Alumni Survey:</u> Program Coordinators will want to survey program graduates from the last five years, especially if the survey is to address student learning outcomes/core competencies.

  - Prepare a cover letter for the Alumni Survey. (Draft provided by ARP).
  - Review the alumni list provided by the Survey Research Lab from Colleague records.
  - Contact alumni who have not responded to the survey, if necessary.

- <u>Employer Survey:</u>
  - Prepare a cover letter for the Employer Survey. (Draft provided by ARP).
  - Review the employer information, including verifying addresses, submitted by respondents to the Alumni Survey.
  - Contact employers who have not responded to the survey, if necessary.

B. PROGRAM ANALYTICAL DATA

In accordance with the project timetable in Section II, ARP will provide "standard" data reports to each program faculty conducting a program review. These program analytical data reports are grouped into clusters:

- Student enrollment;
- Student success;
- Course enrollment and effectiveness
- Student graduation and placement;
- Faculty;
- Client Satisfaction;
- Community Connections; and
- Learning Outcomes.

If requested by a program faculty and as time permits, ARP also may develop "follow-up" data reports to help a faculty explore a specific program issue or problem more in-depth. Faculties conducting a program review use the standard data reports, any follow-up data reports, and other related information as a basis for analyzing all aspects of the program.

Each of the report clusters is described briefly below.

Student Enrollment

Program faculty is concerned with program enrollments and trends. Increases and decreases in the numbers of students majoring (headcount and FTE) in a program, total enrollment in classes, and so forth, speak to the vitality of a program.

Student success and retention

Program faculty is vigilant regarding student success rates in program courses over time. Are success rates rising? Falling? Is this trend for specific courses? Is method of instruction related to success trends? Is there a specific course (a "gateway course") which poses a block to program completion? Are students successful in their General Education courses?

Class withdrawal, drop, and persistence rates may signal problems with course sequencing, placement, advising, or class load.

Fall-to-Fall retention, graduation rates, and placement rates also reflect on the vitality of the academic program. Low retention and graduation rates indicate that the students may start the program, but for some reason (or reasons) are not successfully completing. What role do faculty and course make-up play?

Course Offerings and Effectiveness

Faculty members conducting a program review assess program course offerings and enrollments over time, to ensure those offerings meet the changing needs of students. Specific questions may arise such as:

- Are the number of sections growing or decreasing?

- How many sections are taught by adjuncts? Full time faculty?
- Are the total weekly student contact hours (WSCH) increasing? Decreasing? Taught by full time faculty? Adjuncts?
- Are course offerings available evenly throughout the day and week, to meet the needs of students?
- What methods of instruction are employed, and do students have an adequate selection of these methods?
- What are average section sizes?
- Are these average sizes appropriate for teaching and learning?
- Does the scheduling of required general education courses pose difficulties for the student?

Faculty

Do members of the program faculty (full time and adjunct) meet accreditation standards?

Client Satisfaction

Student satisfaction plays a role in program performance. Students (as consumers) are able to identify program strengths to be built upon, and well as areas needing attention and further analysis. In a similar fashion, the program alumni and their respective employer's responses to Program Review surveys can provide feedback on whether the program meets current workplace requirements.

Community Connections

Each vocationally oriented program under review will be provided a report on the job prospects for graduates. This data is aggregated from federal, state, and local databases, and presents a picture whether the job market is growing, leveling off, or shrinking, each of which should have an impact on program planning. Advisory committee's also should be used as a source of information about job prospects and the long-term viability of program in today's fast moving economy.

Learning Outcomes

Faculty must be concerned whether student outcomes are effectively defined, measured, and ultimately achieved. If students do not meet SLO standards set out and measured by the faculty, improvements and revisions are called for.

Program Review Data Reports

Assessment, Research and Planning has compiled about 15 significant data reports, which are available to each program. These reports correspond to the data you will need for the program review Key Data form. These reports are on the MTC Intranet/Institutional Support/ Management Programs web page, as shown below. Because of their nature, these reports are available only through Department Chairs. Contact your Department Chair to run these programs for your program. ARP has a brief, "how to" guide which will be provided to you.

Institutional Support

Institutional Support Division Mission

The Institutional Support Division is responsible for creating and implementing a comprehensive program which provides outreach, strategic planning, information, media and development services for the college in support of its mission. Through its programs and services, the Institutional Support Division connects the college to its various constituencies and provides essential internal and external planning, information, and resource development activities to ensure the college reaches its full potential.

Institutional Support Departments

- Assessment, Research and Planning
  - Data Management Login (on-campus access only)
- Educational Technology
- Media Services
- Resource Development

Midlands Technical College

Data Management

ARP Assessment, Research, and Planning

June 25, 2014

Office of Assessment, Research and Planning

Academic Affairs - Program Review

1. Fall Majors
2. Fall Enrollment in Program Classess
3. SuccessRate in Program Classes
4. Persistence Rate in Program Classes
5. Withdrawal Rate in Program Classes
6. Drop Rate in Program Classes
7. Program Graduates and Placement
8. Number of Sections and Average Section Size
9. Sections Beginning after 5
10. Sections Blended - Hybid
11. Sections Online
12. Sections Taught by Adjuncts
13. WSCH by Subject and Academic Year
14. General Education Course Success by Key Course

C. STUDENT LEARNING OUTCOME (SLO) INFORMATION

Academic programs have a set of measurable program-level student learning outcomes or competencies, and related assessment plans. For each faculty-developed outcome, the assessment plan typically incorporates the following items:

- the learning outcome, stated or described in behavioral terms;
- the assessment(s) used to measure the student behavior;
- rubrics for evaluating the behavior;
- specific goals, targets, or benchmarks to be achieved ("criteria for success"); and
- resulting actions/follow-up planned or taken by the faculty to improve student learning.

The development of student learning outcomes, assessments, and resulting plans and initiatives is the responsibility of the program faculty. However, as the assessments lead to program change and improvement, *reporting* SLO information in the program review report document is appropriate.

In Section IV of this guide, (called "the Program Review Report"), there is a blank form developed by Academic Affairs for reporting student learning outcome information, one blank form for each outcome or competency. Additionally, there is an example of an already-completed form in the Appendix D of this Guide.

"Result/Outcomes" should be integrated into the Key Data Form, Executive Summary Outline Form, and Recommendations Form as appropriate.

D. THE DACUM PROCESS

An integral part of the college's scheduled periodic program review is the detailed identification of the competencies that graduates from the reviewed program require for successful entry into the job market. The college has mandated that programs designed primarily to prepare students for the job market complete a DACUM or Modified DACUM as part of their program review. Programs that are accredited by National Agencies that mandate and provide detailed program competencies as a basis for program accreditation are not required to conduct a DACUM as part of the college's program review. These accredited programs are, however, encouraged to conduct a Modified DACUM to ensure that any unique local job requirements are met.

DACUM is the acronym for *Designing A CurriculUM*. It is a structured analytical process used to assist faculty and administrator in the design, development, implementation, validation, revision, and evaluation of academic programs by identifying the desired program competencies and learning outcomes. The DACUM is based on three basic principles: (1) expert workers are better able to describe/define their job than anyone else; (2) any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform, and (3) all tasks require certain knowledge and skills, tools and equipment, and worker behaviors in order for workers to perform the tasks correctly.

The DACUM process consists of four phases: job analysis workshop, instructional development, implementation, and evaluation/renewal.

Job Analysis Workshop. This is the most visible part of the DACUM process. A group of 6-10 expert workers, led by a trained facilitator, brainstorm and reach a consensus to define, or redefine/validate, the duties, tasks, knowledge, skills, and behaviors required by the job. This process results in a DACUM Chart (example follows) which details the competencies/duties; associated tasks; required behavior, attitude and traits; general skills and knowledge; required tools and equipment; and emerging trends.

Instructional Development. During this phase, an analysis of the competencies, specific skills, knowledge, and abilities the worker needs to perform each task is conducted. The outcomes of this phase are learning outcome statements, course identification/development, learning activities, instructional materials, and detailed assessment criteria.

Implementation. This phase entails the acquisition of needed resources (instructors, instructional supplies and equipment, etc.) and the conduct of courses.

Evaluation/Renewal. Every three years another DACUM or Modified DACUM should be conducted to validate the original competencies and standards and to identify any new competencies that should be added.

NOTE: Ideally the DACUM chart produced in the Job Analysis phase will be independently reviewed and validated by another group of experts who were not on the initial panel. This may be accomplished by soliciting participation and sending the participants, via mail or e-mail, the complete DACUM chart and instructions. Care needs to be taken to have personal contact with each participant, face-to-face or telephonic, to ensure that the instructions and time requirements are fully understood.

Modified DACUM

A Modified DACUM differs from the normal DACUM in that the Job Analysis begins with the existing set of program competencies. The display of the existing program competencies should be in the format of a DACUM chart (see example below). The group of expert workers, under the guidance of a DACUM trained facilitator, reviews and determines if the existing program competencies, skills, behaviors, equipment, etc. are current and valid or need revision, identify any additional competencies that need to be incorporated into the program, and identify any emerging trends that may impact the program. As with the normal DACUM, the Modified DACUM produces a DACUM chart. This may be a validation of the existing competencies with no revisions or a chart with revised and/or additional competencies.

A normal DACUM should take approximately two days. A Modified DACUM may only take a half-day, depending on the time it takes the group of expert workers to reach a consensus.

DACUM Timetable

The timeline in Section II of this Guide indicates that programs should complete DACUM forms in September or October, mid-way in the program review process. To do so, program faculty need to initiate the DACUM process much earlier, to allow sufficient time for the job analysis workshop and the other DACUM activities outlined above.

In Appendix B of this Program Review Guide there is a suggested, detailed DACUM process timetable. See a completed, example DACUM chart in Appendix C.

E. LOCAL EMPLOYMENT REPORT

A number of the programs MTC offers are designed to prepare graduates for the specific jobs in the workforce. For these programs ARP will provide the program faculty a detailed workforce projection report which encompasses the specific types of jobs program graduates might aspire too. The report is based on data available to ARP from Economic Modeling Specialists International (EMSI). EMSI (hence ARP) has access to over 100 local, state, and federal databases, hence ARP can provide the faculty a complete picture of the relevant local job market well into the future.

This employment data can be important for program review in a number of ways. First, if the job market is changing, faculty can plan program alterations in areas such as course content, course sequence, and student learning outcomes. If the job market is decreasing, the faculty would consider scaling back the program based on the data. On the other hand, if the job market in a field is rapidly expanding, the program faculty could use the data to plan their expansion and justify related budget requests.

IV. THE PROGRAM REVIEW REPORT

Each program coordinator coordinating a program review will submit a final report in March/April to ARP, in accordance with the program review timeline in Section II of this guide. The final report consists of the following documents and forms. Each form must be completed in its entirety, reviewed by the Vice President for Academic Affairs or Associate Vice President prior to submission to ARP, the Cover/Signature page signed, and lastly submitted to ARP *as a single Microsoft WORD document* for archival and reproduction purposes.

The final report will include, in this order:

A. Program Review Introduction/Signature Page
B. Report Checklist
C. Executive Summary
D. Program Review Key Data Form
E. Survey Data Analysis Forms (3)
F. Program Analytical Data Forms (4)
G. Student Learning Outcomes Forms (1 per program competency/SLO)
H. DACUM Facilitator Chart (if required)
I. Local Employment Report Form (if required)
J. Licensure Test Results Form (if applicable)
K. Curriculum and Faculty Review Form
L. Program Review Report Attachments (required)
    a) Program Course Requirements Form
    b) Course Syllabi Form
    c) Faculty Roster Form
    d) Copy of the ARP Student Survey Report
    e) Copy of the ARP Alumni Survey Report
    f) Copy of the ARP Employer Survey Report

Blank examples of the forms are provided in this section. They are also available as WORD documents on the ARP intranet website. Examples of various completed forms can be found in the Appendix of this Guide.

A. PROGRAM REVIEW INTRODUCTION/SIGNATURE PAGE

____

Program Name

____

Program CIP code; 6 digit

____

Award level(s)

____

Program Review Year

____

Program Review Coordinator and Date

B. PROGRAM REVIEW REPORT CHECKLIST

The following items are included in this final report. Check the box next to each item indicating it is included.

- ☐ Program Review Introduction/Signature Page
- ☐ Report Checklist
- ☐ Executive Summary Outline
- ☐ Program Review Key Data Form
- ☐ Survey Data Analysis Forms (3)
- ☐ Program Analytical Data Forms (4)
- ☐ Student Learning Outcomes Forms (1 per program competency/SLO)
- ☐ DACUM Facilitator Report (if required)
- ☐ Local Employment Report Form (if required)
- ☐ Licensure Test Results Form (if applicable)
- ☐ Curriculum and Faculty Review Form

<u>Program Review Report Attachments</u>

- ☐ Program Course Requirements Form
- ☐ Course Syllabi Form
- ☐ Faculty Roster Form
- ☐ Copy of the ARP Student Survey Report
- ☐ Copy of the ARP Alumni Survey Report
- ☐ Copy of the ARP Employer Survey Report

C. EXECUTIVE SUMMARY OUTLINE

Program:

Description of Program/Background Information:

Important Findings:

Strengths (Please itemize each strength):

Weaknesses (Please itemize each weakness):

EXECUTIVE SUMMARY OUTLINE (cont'd)

Recommendations	Priority	Action Timetable	Person(s) Responsible for Action of Recommendation	Background Information	Estimated Cost
1.					
2.					
3.					
4.					
5.					

D. PROGRAM REVIEW KEY DATA FORM

Data (fall semester unless noted)	Standard	Data Source	Next Previous Year	Previous Year	Most Current Year	ARP Data Source
Student Enrollment						
Fall Majors (headcount)	SCTCS: 16	Program Analytical Data				SCTCS--Enrollment by Program (ENR 105)
Fall Majors (FTE)	SCTCS: 12	Program Analytical Data				SCTCS--Enrollment by Program (ENR-105)
Fall Total Enrollment Program Classes (headcount)	--	Program Analytical Data				
Fall Total Enrollment Program Classes (FTE)	--	Program Analytical Data				
Student Success						
Success Rate in Program Classes	--	Program Analytical Data	%	%	%	
Persistence Rate in Program Classes	--	Program Analytical Data	%	%	%	
Withdrawal Rate in Program Classes	--	Program Analytical Data	%	%	%	
Drop Rate in Program Classes		Program Analytical Data	%	%	%	
Success rate Majors in Gen Ed Classes	80%	Program Analytical Data	%	%	%	
Fall-Fall retention rate; majors	--	Program Analytical Data	%	%	%	
Program Graduates	SCTCS: 6 per year, total	Program Analytical Data				SCTCS Program Eval Report
Graduate Placement	SCTCS: 90%	Program Analytical Data	%	%	%	SCTCS Program Eval Report
Student Goals Achieved	90%	Alumni Survey	%	%	%	
Course Offerings and Effectiveness						
Avg. Section Size	--	Program Analytical Data				
# of sections taught (Fall)		Program Analytical Data				
# of sections taught (Spring)		Program Analytical Data				
# of sections taught (Summer)		Program Analytical Data				
% sections beginning 5 pm or after	--	Program Analytical Data	%	%	%	

% online sections	--	Program Analytical Data	%	%	%	
% of blended sections	--	Program Analytical Data	%	%	%	
% class sections taught by adjuncts	40%	Program Analytical Data	%	%	%	
Total WSCH (Fall only)	--	Program Analytical Data	Hrs.	Hrs.	Hrs.	
<u>Faculty</u>						
Faculty credentials	100% meet SACS	faculty	%	%	%	
Adjunct by discipline (AA/AS only)	--	Program Analytical Data				
<u>Client Satisfaction</u>						
Student Satisfaction	90% with program	Student Survey	%	%	%	
Student Goals Achieved	90%	Alumni Survey	%	%	%	
Alumni Satisfaction	90% with program	Alumni Survey	%	%	%	
Employer Satisfaction with program graduates	90% with grads	Employer Survey	%	%	%	
With graduates general education skills	85% with GE skills	Employer Survey	%	%	%	
<u>Community Connections</u>						
Job Openings in Field (EMSI)		Program Analytical Data				
Advisory Committee Participation	80% members	Advisory Survey	%	%	%	
<u>Learning Outcomes</u>			% achieved	% achieved	% achieved	
Mastery of Program Competencies						
- Competency 1		faculty; SLO form	%	%	%	
- Competency 2		faculty; SLO form	%	%	%	
- Competency 3		faculty; SLO form	%	%	%	
Etc.						

E. SURVEY DATA ANALYSIS FORMS

Survey Name: Alumni Survey for (name of program)

Benchmark Data:

DATA	STANDARD	MEASUREMENT/ DATA SOURCE	
A. <u>Learning Outcomes:</u>			
Goals Achieved	**90% of graduates indicate goal achievement**	**Alumni Survey**	**%**
B. <u>Client Satisfaction</u>			
Alumni Satisfaction	**90% satisfaction with program**	**Alumni Survey**	**%**

Survey methods:

Important Survey Findings (Please list):

Program Strengths from the survey (Please list):

Program Weaknesses from the survey (Please list):

SURVEY DATA ANALYSIS FORMS (cont'd)

Survey Name: Current Student Survey for (Name of Program)

Benchmark Data:

DATA	STANDARD	MEASUREMENT/ DATA SOURCE	
A. Client Satisfaction **Student Satisfaction**	**90% satisfaction with program**	**Student Survey**	**%**

Survey methods:

Important Survey Findings (Please list):

Program Strengths from the survey (Please list):

Program Weaknesses from the survey (Please list):

SURVEY DATA ANALYSIS FORMS (cont'd)

Survey Name: Employer Survey for (Name of Program)

Benchmark Data:

DATA	STANDARD	MEASUREMENT/ DATA SOURCE	
A. <u>Client Satisfaction</u>			
Employer Satisfaction	**90% satisfaction with program graduates**	**Employer Survey**	**%**
	85% satisfaction with general education skills	**Employer Survey**	**%**

Survey methods:

Important Survey Findings (Please list):

Program Strengths from the survey (Please list):

Program Weaknesses from the survey (Please list):

F. PROGRAM ANALYTICAL DATA ANALYSIS FORMS

Data Cluster: Student Enrollment

Benchmark Data:

FALL DATA	Next Previous Year	Previous Year	Most Current Year
# of Majors (headcount)			
# of Majors (FTE)			
New majors (headcount)			
Enrollment in Prog Classes (Headcount)			
Enrollment in Prog Classes (FTE)			

1. **Important findings/trends from analysis of data in this cluster:** (please list)

2. **Program strengths identified from analysis of data in this cluster:** (please list)

3. **Program weaknesses identified from analysis of data in this cluster:** (please list)

PROGRAM ANALYTICAL DATA ANALYSIS FORMS (cont'd)

Data Cluster: Student Success

Benchmark Data:

FALL DATA	Next Previous Year	Previous Year	Most Current Year
Success rate in Program Classes			
Success rate in Gen Ed. By Majors			
Persistence Rate in Program Classes			
Withdrawal Rate in Program Classes			
Fall-Fall Retention Rate Majors			

1. **Important findings/trends from analysis of data in this cluster:** (please list)

2. **Program strengths identified from analysis of data in this cluster:** (please list)

3. **Program weaknesses identified from analysis of data in this cluster:** (please list)

PROGRAM ANALYTICAL DATA ANALYSIS FORMS (cont'd)

Data Cluster: Student Graduation Rates and Placement

Benchmark Data:

DATA	Next Previous Year	Previous Year	Most Current Year
# of Graduates (Summer, Fall, Spring)			
# Graduates Placed (Summer, Fall, Spring)			
Graduates transfer rate (NSLC)			
Graduate Goals Achieved			

1. **Important findings/trends from analysis of data in this cluster:** (please list)

2. **Program strengths identified from analysis of data in this cluster:** (please list)

3. **Program weaknesses identified from analysis of data in this cluster:** (please list)

PROGRAM ANALYTICAL DATA ANALYSIS FORMS (cont'd)

Data Cluster: Course Enrollment and Offerings

Benchmark Data:

FALL DATA	Next Previous Year	Previous Year	Most Current Year
# Number of active sections offered **# of Active Sections** **Morning,** **Afternoon,** **Evening** **# of Active Sections by MOI** **Traditional** **Online** **Blended** **% of Sections taught by** **Adjuncts** **WSCH full time faculty** **WSCH adjunct faculty**			

1. **Important findings/trends from analysis of data in this cluster:** (please list)

2. **Program strengths identified from analysis of data in this cluster:** (please list)

3. **Program weaknesses identified from analysis of data in this cluster:** (please list)

G. STUDENT LEARNING OUTCOMES PROGRAM MATRIX

Outcome	Competency	Performance Measurement	Outcome/Result

H. DACUM FACILITATOR'S CHART

(If not required, leave a blank page stating the program is not required to complete a DACUM.)

I. LOCAL EMPLOYMENT REPORT FORM

J. LICENSURE TEST RESULTS FORM (if applicable)

(If not applicable, leave this section blank.)

K. CURRICULUM AND FACULTY REVIEW FORM

PART 1:

CURRICULUM

1. General information, based on current college Catalog:

Name of Program	Required Credits for Completion
Degree:_____________	Credit Hours: _______
Diploma:____________	Credit Hours: _______
Certificate:__________	Credit Hours: _______

2. Briefly describe program curriculum. Review and correct the attached sheets with program course listings.

3. Primary employment market and employment trends:

4. Admission criteria: Placement Testing

	ASSET
RDG	_____
MAT	_____
ENG	_____

	COMPASS
Reading Skills:	_____
Pre-Algebra Skills:	_____

5. List the courses in your program that meet each general education core competency:

Core Competency	Course(s)
Communication Skills: Written Oral	
Mathematics	
Scientific Method	
Individual or Social Behavior	
Computer	
Humanities	

6. List all approvals/accreditations for the program:

7. Are program and course competencies based on a recent DACUM, verified DACUM, (or other means of identifying competencies)? Yes ☐ No ☐

8. Briefly describe any major curriculum changes over the last three years:

9. Program Course Requirements: Please place current copies of the General, Major, and Additional course requirements for the program as Attachment A to the Program Review Report.

10. Course Syllabi: Please place a syllabus for each course taught in your program as Attachment B of the Program Review Report. Each syllabus must include:

- student competencies and their measures
- evaluation methods
- ways for students to contact faculty members

PART 2:

FACULTY

1. Number of full-time faculty (current fall term): ___

2. Program percentage of sections or hours taught by adjunct faculty: (use previous fall term loading) (for Nursing and Health Sciences, use contact hours).

3. Current program faculty loading:

a. average full-time faculty load: ___
b. number of full-time faculty teaching an overload: ___
c. number of SECTIONS taught by adjuncts: ___

4. Do all program faculty meet SACS standards for faculty Yes ☐ No ☐
If No, explain:

5. Describe how full-time faculty in the program are assessed for teaching effectiveness:

☐ dept. chair observations ☐ student evaluations
☐ peer observations ☐ external evaluation
☐ self-evaluation ☐ other, please explain

6. Describe the process and methodologies used with adjunct faculty to improve their instruction in addition to the mandatory first semester in-class evaluation.

7. Full-time Faculty Listings: Please include a listing of full-time faculty as <u>Attachment C</u> in the Program Review Report.

L. PROGRAM REVIEW REPORT ATTACHMENTS

Attachment A: Program Course Requirements Form -- Example

Major: (61Credit Hours)
Degree: Associate in

A. General Education Course Requirements (18 credit hours)

			Credit Hours
ENG	101	English Composition I	3.0
ENG	102	English Composition II	3.0
MAT	102	Intermediate Algebra	3.0
PSY	201	General Psychology	3.0
SPC	205	Public Speaking	3.0
		Approved Humanities Course	3.0
		Subtotal	18.0

Major courses meeting other college general education core requirements are starred (*) below.

B. Major Course Requirements (15 credit hours)

			Credit Hours
CGC	110	Electronic Publishing*	3.0
CGC	122	Basic Offset Press Operations	3.0
CGC	125	Basic Offset Preparation	3.0
CGC	222	Advanced Offset Press Operations	3.0
CGC	225	Image Assembly	3.0
		Subtotal	15.0

C. Additional Course Requirements (29 credit hours)

			Credit Hours
BAF	101	Personal Finance	3.0
CGC	101	Introduction to Graphic Techniques	3.0
CGC	135	Commercial Graphic Operations	3.0
CGC	206	Typography II	3.0
CGC	210	Advanced Electronic Publishing	3.0
CGC	240	Senior Projects in Commercial Graphics	3.0
CHM	101	General Chemistry I*	4.0
CWE	111	Cooperative Work Experience I	1.0
CWE	122	Cooperative Work Experience II	2.0
		General Elective	3.0
		Subtotal	29.0
		Total Credit Hours:	61.0

SAMPLE Certificate: (56 credit hours)

			Credit Hours
CGC	101	Introduction to Graphic Techniques	3.0
CGC	110	Electronic Publishing	3.0
CGC	206	Typography II	3.0
CGC	210	Advanced Electronic Publishing	3.0
CWE	111	Cooperative Work Experience I	1.0
CWE	122	Cooperative Work Experience II	2.0
ENG	101	English Composition I	3.0
ENG	102	English Composition II	3.0
MAT	102	Intermediate Algebra	3.0
OST	105	Keyboarding	3.0
OST	210	Document Production	3.0
		Total Credit Hours:	30.0

Offset Pre-Press Techniques (26 credit hours)

			Credit Hours
CGC	101	Introduction to Graphic Techniques	3.0
CGC	105	Photography I	3.0
CGC	110	Electronic Publishing	3.0
CGC	125	Basic Offset Preparation	3.0
CGC	225	Image Assembly	3.0
CWE	112	Cooperative Work Experience I	2.0
ENG	101	English Composition I	3.0
MAT	102	Intermediate Algebra	3.0
		Total Credit Hours:	26.0

Attachment B: Course Syllabi Form

Each syllabus must include:

- student competencies and their measures
- evaluation methods
- ways for student to contact faculty member

Syllabi Are Available in Electronic Format

See Department Chair

Attachment C: Full Time Faculty Listings Form

Example: (Please format each listing as follows)

Johnson, Matthew Logan (1999), Instructor, Accounting; M.Acc. University of South Carolina.

Attachment D: Copy of the ARP Student Survey Report

Attachment E: Copy of the ARP Alumni Survey Report

Attachment F: Copy of the ARP Employer Survey Report

V. Program Review Guide -- Appendices

APPENDIX A: PROGRAM REVIEW CYCLE

ACADEMIC PROGRAM REVIEW CYCLE Revised June 2014									
2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
MLT **NMT** **RAD** **RDT** **CGC** **HVAC/R** **PTA** **MTT**	**HIM** **EEM** **AUT** **BCT** **ADN** **PNR**	**AA** **AS** **AET** **EET** **CET** **CRJ** **PHM***	**MED** **SUR** **MKT** **MGT** **ACC** **DVS** **RES**	**AOT** **CPT** **TSM** **LEG** **HUS** **DTA**** **DHG****	**NMT** **RAD** **CGC** **HVAC/R** **MTT** **ECD**	**HIM** **EEM** **AUT** **BCT** **ADN** **PNR** **MLT**	**RES** **AET** **EET** **CET** **CRJ** **ASL** **PTA**	**MED** **CGC** **SUR** **HVAC** **LEG** **MKT** **MGT**	**AOT** **CPT** **TSM** **PHM** **DVS** **HUS** **ACC** **MTT**

***American Sign Language added for the 2015-2016 year

APPENDIX B: DACUM TIMELINE (example)

DACUM Workshop Roles
A significant part of the DACUM process involves planning in advance of the actual workshop. Steps in planning process are accomplished by a joint effort of the Department Chair, Program Coordinator, program faculty and Department Support Staff.

Role of ARP

- Notify Program Coordinator/Department Chairs of next Program Review cycle
- Brief Program Coordinator/Department Chairs on DACUM workshop requirements, expected outcomes and responsibilities.

Role of Department Chair

3-5 Months Prior to Workshop

- Meet with the program coordinator to establish procedures for contacting workshop participants, set date for the DACUM workshop, and DACUM budget.
- Coordinate scheduling room for DACUM Workshop.

30-60 Days Prior to Workshop

- Coordinate with faculty to contact potential participants (minimum of 12) (need DACUM participant's place of work, name, addresses, and phone number)
- Order break snacks and breakfast/lunch
- Coordinate with operations for reserved parking

7-10 Days Prior to Workshop

- Call/ or mail reminder letter to workshop participants with directions, parking instructions, etc.
- Recheck room availability and food arrangements.
- Ensure workshop supplies are available.
- Verifying room setup and meal count.
- Prepare panel identification cards and name tags.

DACUM Workshop Day

- Ensure workshop supplies and participant name tags are in workshop room.
- Welcome DACUM Workshop participants and thank them for attending.
- Attend DACUM workshop (in an observer only role) throughout the day as schedule permits.
- Attend DACUM luncheon, if schedule permits.

Post DACUM

- Review new DACUM Chart for completeness and any potential curriculum revisions.

Role of Program Coordinator

3-5 Months prior to DACUM Workshop

- Meet with the Department Chair to establish procedures for contacting workshop participants and set date for the DACUM workshop
- Meet with program advisory committee to explain DACUM and solicit information on potential "experts" to participate (name, telephone number)

30 - 90 Days prior to Workshop

- Coordinate with Department Chair to contact potential participants (minimum of 12) (need DACUM participant's place of work, name, addresses, and phone number)
- Review existing DACUM Chart with program faculty and revise as needed to ensure all current competencies taught are included and send updated copies to DACUM Facilitator

DACUM Workshop Day

- Welcome DACUM Workshop participants and thank them for attending.
- Attend DACUM workshop (in an observer only role) throughout the day as schedule permits.
- Attend DACUM luncheon, if schedule permits.
- Present certificates of appreciation/participation to DACUM workshop participants

Post DACUM

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- Review the draft DACUM profile for program specific content.
- Coordinate review and analysis of match of current course competencies (through the use of a matrix) with the competencies identified by the DACUM.
- Develop/review course syllabi/modules as necessary.
- Process new courses through course approval process.
- Mail Final Copy of DACUM Chart to participants.
- Send "thank you" letter to panelists/supervisors.
- Ensure program/curricula revisions are included in Program Review Executive Summary, as appropriate, and that the DACUM Facilitator's chart is included in Program Review report as Form H.

APPENDIX C: COMPLETED DACUM FACILITATOR'S CHART (example)

DACUM Competency Profile for Simulation Program Coordinator

The Simulation Program Coordinator is a healthcare professional who is responsible for the development, implementation and evaluation of the integrated simulated clinical experiences to enhance participants learning outcomes.

	Duties	← Tasks								
A	Manage Daily Sim Lab Operations	A-1 Establish & maintain use of policies and safety guidelines.	A-2 Coordinate staff scheduling.	A-3 Manage staff assignments.	A-4 Collaborate with internal & external support services.	A-5 Manage Supplies.	A-6 Oversee adherence to regulatory agencies.	A-7 Oversee equipment maintenance.	A-8 Oversee equipment management and purchasing.	A-9 Ensure compliance with core measures.
		A-10 Synthesize simulation lab usage data.	A-11 Monitor utilization of lab.	A-12 Manage and report simulation data.	A-13 Provide updates on simulation operations.	A-14 Participate in budget management.	A-15 Participate in hiring process.			
B	Coordinate Simulation Education	B-1 Train staff on daily operations, policies, and procedures.	B-2 Provide training on operation of simulation & clinical equipment.	B-3 Provide PMI (Preventive Maintenance Intervention) Training.	B-4 Mentor educators to facilitate simulation scenario applications.	B-5 Provide participant orientation.	B-6 Coordinate continuing education training (ie. PALS; ACLS; NRP; BLS)	B-7 Utilize simulation equipment for mandatory agency/core measure training	B-8 Develop partnerships with community agencies.	
C	Facilitate Pre-Simulation Activities	C-1 Identify faculty / course objectives.	C-2 Recommend scenarios to meet course objectives.	C-3 Research & recommend simulation equipment & supplies to meet objectives.	C-4 Assist in alignment of SCE (simulated clinical experience) with curriculum.	C-5 Develop implementation plan per scenario.	C-6 Modify existing scenarios.	C-7 Develop new scenarios.	C-8 Apply evidence-based practice to SCE.	C-9 Test new or modified scenarios.
		C-10 Ensure supplies & equipment are gathered.	C-11 Ensure proper setup of props/ Moulage.	C-12 Develop simulated medical record.	C-13 Ensure patient safety goals are met.	C-14 Assess student readiness for SCE(s).				

APPENDIX D: COMPLETED SLO FORM (example)

Outcome	Competency	Performance Measurement	Outcome/Result
Understand the importance of understanding the impact one's personal values has on professional service delivery.	Students will demonstrate a deeper awareness of their personal value system and its impact on their professional role.	Successful completion of: -Presentation in HUS 102. -Role playing in HUS 230.	
Assess, plan, organize, implement and evaluate appropriate strategies designed to positively impact identified problem(s).	Students will develop proficiency in designing an appropriate treatment plan to include the appropriate intervention and evaluation strategies.	Successful completion of: -Case study in HUS 209, -Research paper in HUS 212, -Mock crisis activity HUS 237. -Facilitation of group in HUS 235.	
Understand the basis for using the National Organization for Human Services Code of Ethics as a foundation for service delivery.	Students will demonstrate proficiency in utilizing critical thinking and problem solving-skills in addressing ethical issues.	Successful completion of: -Field placement activities in HUS 250 -Field placement activities and portfolio in HUS 251. - Case study /research paper in HUS 221.	
Function as an employee in a human service agency or organization.	Students will demonstrate proficiency in the delivery of human services to include engaging in professional behavior, i.e., punctuality, professional dress, teamwork.	Successful completion of: -Practicum activities in HUS 101.	
Gain theoretical foundation and skills specific to subpopulations.	Students will develop appropriate intervention strategies for individuals in special populations.	Successful completion of : -Final paper or project in HUS 112, HUS 134, HUS 201, HUS 204, HUS 205, HUS 206, HUS 207, HUS 208, HUS 217, HUS 222, and HUS 260	