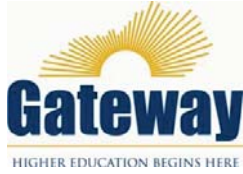


2010-2011



Academic Program Review *Handbook*

COLLEGE MISSION

Gateway Community and Technical College provides high quality, affordable, accessible, and inclusive postsecondary education and training resulting in a positive contribution to the economic vitality of the region and enhanced quality of life for all citizens.

Partnerships with school districts, colleges, universities, business and industry, and the community at large are part of our seamless system of entrepreneurial-learning which creates pathways to success through:

- Certificate, diploma, associate degree and transfer programs
- Developmental, adult, and continuing education
- Workforce and customized training
- Support services for the enhancement of student learning and success

Gateway Community and Technical College is a member of the Kentucky Community and Technical College System and is a public two-year degree granting institution serving the Northern Kentucky Region.

The Academic Program Review Handbook is a reference document for the educational programs of Gateway Community and Technical College. The purpose of this Handbook is to provide guidance in the process of Academic Program Review as a critical component of comprehensive quality assurance.



Introduction

The Academic Program Review (APR) process at Gateway Community and Technical College is designed to improve the quality of the educational programs offered by the institution. The APR provides faculty and administration the opportunity to determine strengths and weaknesses of existing programs and ensure program priorities align with the College's mission and strategic plan. The APR process is an integral part of the overall institutional effectiveness program, providing an avenue for inquiry and continuous quality improvement of programs and services. The purposes of the APR include:

1. **To improve:** the review process should provide feedback to determine how the program can be improved to meet the changing needs of business and industry by providing a trained workforce, and adequately prepare students for success in transferring to other postsecondary institutions.
2. **To inform:** the review process should inform faculty, staff, and other decision-makers of the contributions and impact of the program.
3. **To prove:** the review process should summarize and demonstrate to stakeholders the accomplishments of the program.
4. **To support:** the review process should provide support for campus decision-making activities, such as strategic planning, as well as external accountability activities such as those found in accreditation requirements or expectations from external funding sources.

NOTE: The APR process outlined in this document is new to Gateway and will be piloted for the 2010-2011 academic year. A review of the APR process will occur over the summer of 2011 and improvements will be made at that time to put a more permanent APR model in place for the 2011-2012 academic year.

Structure of Review Process

The APR process at Gateway provides two levels of review: *Level I – Annual Program Effectiveness Review* and *Level II – Quality Improvement Review*. Every program participates in the Level I annual review each year. For 2010-2011 those programs include:

- Air Conditioning Technology
- Associate in Arts/Associate in Science
- Automotive Technology
- Business Studies: Business Administration
- Collision Repair Technology
- Computer Aided Drafting and Design
- Cosmetology
- Criminal Justice
- Developmental Education
- Diesel Technology
- Education
- Energy
- Fire/Rescue Science Technology
- Health and Wellness Technology
- Information Technology
- Interdisciplinary Early Childhood Education

- Machine Tool Technology
- Manufacturing Engineering Technology
- Manufacturing Industrial Technology: Electrical Technology
- Manufacturing Industrial Technology: Industrial Maintenance Technology
- Medical Assisting
- Medical/Allied Health*
- Nursing
- Plumbing Technology
- Practical Nursing
- Visual Communication
- Welding Technology

**For 2011 the medical/allied health programs are reported as a single review process, due to current curriculum revisions being made through the Health Profession Opportunity Grant. This provides an opportunity to review these programs cohesively. This combined review includes the Medical Information Technology Program (AAS, diploma, and certificate options) and the Medical Administrative Services certificate.*

The annual Level I review focuses on program efficiency and effectiveness through a review of applicable program statistics and program self-evaluation. A Level I review is focused more on quantitative data while Level II is more of a qualitative process with questions and review elements determined by the results of Level I. As with any review process, there will be a certain amount of subjectivity based on who interprets the data. It is the responsibility of the college leadership to ensure the process and its results are used as objectively as possible and include a variety of faculty and staff members at each step of the review.

LEVEL I Annual Program Effectiveness Review

As part of a comprehensive quality assurance program, the APR is directly connected to both the *Principles of Accreditation* for the Southern Association of Colleges and Schools Commission on Colleges (SACS) and the College's 2010-2016 Strategic Plan. The relationship of the APR to the *Principles of Accreditation* is evident throughout the entire APR structure and process, while the data elements in the process have a direct connection to the Key Performance Indicators of the Strategic Plan.

SACS Principles of Accreditation

Gateway Community and Technical College is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS). Accreditation by SACS Commission on Colleges signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

The Academic Program Review process is a critical component of monitoring the quality of academic programming at the institution. The APR process is highly integrated with the *Principles of Accreditation* to provide a strong connection between efforts for continuously evaluating and improving educational programs and adherence to the highest standards of quality, as required by SACS. The specific Requirements and Standards from the *Principles of Accreditation* addressed through the APR process include:



Core Requirement 2.5	The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.
Core Requirement 2.6	The institution is in operation and has students enrolled in degree programs.
Core Requirement 2.7.1	The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level.
Core Requirement 2.7.2	The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.
Core Requirement 2.7.3	In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensured breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.
Core Requirement 2.7.4	The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program.
Core Requirement 2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.
Core Requirement 2.9	The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.
Core Requirement 2.11.2	The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.
Comprehensive Standard 3.3.1.1	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes
Comprehensive Standard 3.4.7	The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.
Comprehensive Standard 3.4.10	The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
Comprehensive Standard 3.4.11	For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.
Comprehensive Standard 3.5.1	The institution identifies college-level general educational competencies and the extent to which graduates have attained them.
Comprehensive Standard 3.7.1	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.
Comprehensive Standard 3.8.1	The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.
Comprehensive Standard 3.11.3	The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and

	other mission-related activities.
Federal Requirement 4.1	The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.
Federal Requirement 4.2	The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.
Federal Requirement 4.4	Program length is appropriate for each of the institution's educational programs.

The Level I APR includes five sections:

- Program Data Elements (*provided by the Office of Knowledge Management*)
- Academic Program Profile
- Program Outcomes Assessment
- Reflection
- Recommendations for Improvement

Program Data Elements

The annual Level I review focuses on program efficiency and effectiveness and begins with a review of program-specific data elements provided in advance by the Office of Knowledge Management. These data elements represent a collection of data for the past 3-5 academic years that allow for the identification of trends that have developed over that period of time. The data elements provided in the Level I APR vary between the AAS/Diploma/Certificate programs and the AA/AS Transfer program or the Developmental Education Program. The data elements are organized around the three Strategic Focus Areas (Pathways, Engagement, and Organizational Capacity), and Key Performance Indicators (KPIs) of the 2010-2016 Strategic Plan. This provides a direct connection for how the performance of each academic program impacts the Strategic Plan of the institution.

PATHWAYS

- Matriculation
- Enrollment
- Businesses Served
- Completion
- Transfer
- Licensure/Certification Pass Rate
- Employment

ENGAGEMENT

- Student Engagement
- Student Retention and Persistence
- Developmental Education Success
- Partnership Development
- Student Learning Outcomes

ORGANIZATIONAL CAPACITY

- Acquisition and Use of Resources
- Employee and Organizational Development
- Quality Assurance
- Sustainability Management

Academic Program Profile

The Level I review begins with the Program Profile, which provides an overall breadth of information about the academic program. Elements of the profile include:

- Name of Academic Program
- Program Purpose (Mission)
- Relationship to College Mission
- Program Curriculum
- Programmatic Accreditations/Certifications
- Memorandums of Agreement/Articulation Agreements
- Grants and Contracts
- Marketing and Recruitment
- Facilities and Equipment
- Library Resources
- Program Advisory Committee
- Labor Market Relevance
- Industry Interaction

Program Outcomes Assessment

The assessment of program outcomes is critical for academic programs. The program outcomes assessment within the APR requires programs to list two types of expected outcomes for their graduates: (1) student learning outcomes; and (2) program performance outcomes. Student learning outcomes represent the evaluation of knowledge, skills, and abilities that students have attained as a result of their educational experience at Gateway. Program performance outcomes include indirect outcomes of program performance including (but not limited to) job placement rates, transfer rates, success of transfer students, etc. In addition to identifying student learning and program performance outcomes, programs will also discuss assessments used to evaluate learning in the program as well as any work-based or service-learning opportunities available to students in the program.

Reflection

Part of the reflection includes an identification of program strengths, weaknesses, opportunities, and challenges. Strengths and weaknesses of the program may become apparent from the data analyzed in the review. Identifying program strengths provides positive feedback for the program and may be easy to identify. Identifying weaknesses indicates that the purpose of the program is not being accomplished and that changes need to be made. Identifying weaknesses, however, is necessary to correct sub-par performance and to ensure that the program is meeting the needs of the students, the community, and business and industry. Weaknesses must not be seen as a failure on the part of individuals, departments or divisions, but as opportunities to improve the program. The results of the reflection provide a strong basis for the identification of areas where improvements can be made to the program. Program faculty should use this reflection to develop specific recommendations for improvement.

Recommendations for Improvement

Recommendations for improvement are based on the results of the overall APR and are derived from the program's reflection on performance. These recommendations should establish an action plan to resolve the weaknesses, and will become an integral part of the Annual Plan for the following academic year. Each improvement identified will be supported with specific action



steps, one or more methods of assessing the actions steps to identify their impact, and the identification of a timeline and resources needed to make the improvement.

Recommendation for Improvement

What recommendations are made by the program faculty to improve student learning, success, and the program's overall performance?

Action Steps

What specific action steps will be required to make this improvement?

Assessment Measures

What assessment measures and/or data will you use to reassess the identified improvement to determine its effectiveness?

Timeline and Resources

What is the timeline for making the identified improvement? What additional resources, if any, will be needed to make this improvement?

As program faculty reflect on the information provided and collected through the APR and identify areas where improvements need to be made, the need for additional resources may be identified. Additional resources needed, and justified through the APR and Annual Planning process, can be requested through the College's Strategic Needs Analysis (SNA) process. A SNA can be submitted at anytime during the academic year. These requests for additional funding are reviewed at the President's Cabinet-level along with all other department and program requests. The prioritization and subsequent funding of SNA requests is based on overall institutional need and available funding.

LEVEL II Quality Improvement Review

Following the completion of the Level I review, the results of the review will be evaluated to determine if further review of the program is needed. If the need for further review is identified, a Level II review will be initiated. The Provost and Associate Provosts will make the final determination if a program needs a Level II review. If a Level II, *Quality Improvement Review*, is warranted, the Provost will notify the division chair and program coordinator. The Provost and Associate Provosts will establish a Review Team consisting of an Associate Provost from outside of the division, a member of the program faculty, and mid-level administrative staff member from a department outside of the Provost's Office. A Level II APR may include internal and external members on the Review Team. In addition, Level II may include external reviewers/evaluators with expertise in the program field.

The Review Team will follow-up on areas of concern identified during the Level I review. The Level II review process may consist of a series of interviews with faculty, advisory committee members, students, graduates, employers, student support services, and staff from other college departments. The Review Team will work with the Office of Knowledge Management in obtaining any additional data needed. Findings and recommendations are submitted to the Provost's Office for review. The Provost will share the information with the Associate Provosts, Division Chair, and Program Coordinator. A response and improvement plan will be developed by the program faculty and division chair and submitted for review by the Associate Provosts and Provost. The Provost will submit the findings and improvement plan to the President. Improvement plans are incorporated into the following year's Annual Plan (to include requests

for additional resources as needed), Perkins Plan (if applicable), and the Program Learning Outcomes Plan.

Elements of the Level II Review include:

- Review Team – reviews Level I findings and charge from the Office of the Provost. Develops review questions and additional data requests for submission to the Office of Knowledge Management.
- Interviews – may include questions concerning strengths, weaknesses, curriculum, equipment, and facilities. May include interviews with faculty, advisory committee members, students, graduates, employers, student support services, and other college departments.
- Any additional data collected is reviewed.
- Findings – strengths and weaknesses
- Recommendations
- Review by program faculty, program coordinator, division chair, associate provosts, and provost
- Action Plan developed and submitted to Provost and President. If approved, action plan to be incorporated into the next level of Annual Planning

Timeline

The Academic Program Review (APR) is a critical component of the overall Annual Planning process at Gateway Community and Technical College. The overall timeline for the annual planning, assessment, and budgeting process is located in **Gateway Policy 9.3.2, Planning, Assessment, and Budgeting Cycle**. Faculty should familiarize themselves with the elements of this cycle. The cycle shows how the APR process connects to the Annual Planning process each year.

