

Laramie County Community College
Academic Program Review
Standards, Guidelines, and Evaluation Criteria for Programs
(Template revised August 2018 based on faculty feedback on process during spring 2018)

Definitions

Curriculum Map – The alignment of program-level learning competencies to a degree’s or certificate’s course sequencing that includes the level of learning exposure, such as introductory, reinforcing, emphasize, and mastery.

Course Sequencing – An ordered listing of courses and corresponding competencies that represents a logical scaling up of student learning competencies.

Evaluation Criteria – Evidence by which compliance with a standard is determined.

Improvements – Actions taken that add value or quality to a program or its processes. Actions can include adjustments in self-assessment or evaluation, creating new plans, adopting different strategies in existing plans, changes in programming or processes, and adding or reducing resources.

KPIs – Key Performance Indicators (KPIs), support LCCC's everyday operations and assist with continuous improvement in fulfilling the college's mission. The first five indicators (KPIs A-E) are comprised of measures of overall outcomes of the institution and are referred to as Effectiveness Indicators. The last four indicators (KPIs F-I) measure the processes and environment of the institution to ascertain how efficiently the organization is operating. These are referred to as Efficiency Indicators. Collectively, these two sets of indicators allow the college to evaluate its performance in reaching the college's intended ends, while also ensuring it has appropriate means to those ends.

Academic Program – An ordered sequence of instructional coursework that upon completion leads to LCCC conferring a general associate’s degree, a major within an associate’s degree, an applied associate’s degree, a credit certificate, or a credit diploma.

Program Competencies – Program-level learning competencies state what students should know and/or demonstrate at the completion of a program (student centered).

The breadth and depth of a program learning competency should go beyond that of a course competency. A program-level competency is ready for demonstration in the workplace and/or in an upper level course (junior level). A program-level competency is also measureable.

Program Outcomes – Program-level operational outcomes state the desired achievement or performance of a program (program-centered). A program-level outcome may relate to a program’s operational processes, its size or enrollment, resources, efficiencies, effectiveness, impact, and support of institutional goals, such as student success and others. In many cases the measures will include the College’s KPIs.

Standards – Established rule as a measure of quality.

Academic Program Review

Academic Program Review at Laramie County Community College (LCCC) is a process to evaluate existing degree and certificate programs in two areas:

1. **Program Standards** – Programs are evaluated against a set of evidence-based standards. These *standards* form the basis for the evaluation of programs during the program review process.
2. **Program Outcomes** – Programs are assessed on outcomes associated with LCCC’s Program Analysis framework. This framework is comprised of key performance and efficiency measures, primarily derived from sections of LCCC Key Performance Indicators (KPIs) and are integrated into the standards.

This document defines and describes the structure of the academic program review. It includes definitions for the LCCC standards of excellent programs and incorporates KPIs along with other programmatic relevant data. This provides direction for what should be included when completing the self-study, and identifies the evaluation criteria for assessing the program review self-study.

The structure of the academic program review is as follows:

Section I Program Purpose

- A. Brief Overview of Program
- B. Program Achievements over the Review Period
- C. Mission and Values
- D. Program Competencies and Outcomes

Section II Program Design

- A. Curriculum Design
- B. Curriculum Delivery
- C. Response to Stakeholder Needs
- D. Baccalaureate Institution Partnership
- E. Strategic Partnerships, Collaborations, and Industry Alignment
- F. Program Faculty
- G. Program Facilities and Resources

Section III Continuous Improvement

- i. Continuous Improvement in Student Learning
 - A. Feedback/Data Systems
 - B. Assessment Planning
 - C. Revised Plan and Strategies
- ii. Continuous Improvement in Program Operations
 - A. Feedback/Data Systems
 - B. Program Operational Planning
 - C. Operational Improvement and Planning Revisions
- iii. Continuous Improvement in Programs as a result of Academic Program Review
 - A. Feedback/Data Systems
 - B. Action Planning

- C. Success of Previous Action Plans
- D. Summary of Program Review Findings

Section IV Executive Summary¹

- A. Brief program summary
- B. Program achievements over the review period
- C. Mission, vision, values
- D. Program competencies and outcomes
- E. Abbreviated summary of program data (KPIs)
- F. Success at attaining past action plan goals
- G. Discovery: Listing of strengths, concerns, opportunities, and challenges
- H. Summary of review's action goals

¹ Executive summary is created by the Office of Institutional Effectiveness using the program-review contents.

Section I Program

A. BRIEF OVERVIEW OF PROGRAM

Standard

1. There is no standard for this section.

Guideline:

a) The program tells a brief story about its identity and the work it does. It provides a short history, explains its organizational structure and where it operates, describes its degree/certificate programs, summarizes its instructional activity, and provides a few examples of high performance areas or activities, such as FTE enrollment, trends of completion rates, course success rates, average number of graduates annually, and others.

B. PROGRAM ACHIEVEMENTS OVER THE REVIEW PERIOD

Standard

1. There is no standard for this section.

Guideline:

a.) The program provides a listing of its more significant achievements realized over the previous five years.

C. MISSION AND VALUES

Standards:

1. Programs each have a mission statement that relates to the broader mission of the college.

Guideline:

a) Describe the program's mission and how it relates to the mission of the college.

2. Programs have value statements that represent core beliefs of the faculty, are widely known among the faculty, and are used for guiding program activities, such as curriculum design, planning, self-evaluation, and continuous improvement.

Guidelines:

- a) Provide the program's value statements.
- b) In one to two paragraphs, describe the process the program uses to share its mission and value statements across internal and external stakeholders.
- c) Describe how the program aligns its mission and value statements with internal and external stakeholder needs.
- d) Provide at least one example that demonstrates how mission and value statements are used for guiding program activities.

D. PROGRAM COMPETENCIES AND OUTCOMES

Standards:

1. The program has developed program-level student learning competencies and operational outcomes that align with its values.

Guidelines:

- a) Provide a list of the program's program-level learning competencies and operational outcomes.
- b) Provide at least one example of how the program's learning competencies align with program values.

- c) Provide at least one example of how the program's operational outcomes align with program values.

Section II Program Design

A. CURRICULUM DESIGN

Standards:

1. The program has developed a process for designing and maintaining their curriculum to ensure a balance of rigor and relevance.
Guideline:
 - a) Describe the program's process for developing, reviewing and updating the curriculum ensuring it is current and relevant for the field and level of education.
2. The program sustains rigor and relevancy in its curriculum both by aligning with professional standards or best practices and by regularly responding to stakeholders needs.
Guideline:
 - a) Describe how the program sustains rigor and relevancy in its curriculum both by aligning with professional standards or best practices, and by regularly responding to stakeholder needs.
3. Course sequencing is derived from logical scaling up of student competencies.
Guidelines:
 - a) Provide the program sequence as listed in the current college catalog.
 - b) Provide a complete current curriculum map.
 - c) Describe how course sequencing is derived from logical scaling up of student competencies.
4. The program's current Master Course Outlines of Record (MCORs) include course-level student learning competencies that are aligned with program-level competencies.
Guideline:
 - a) Provide the list of current Academic Standards approved programmatic MCORs and at least one example demonstrating course-level student learning and program-level competency alignment.
5. The program strategically chooses general education coursework or activities that strengthen or support the program's competencies.
Guideline:
 - a) Provide a list of General Education courses used in the program, and explain how those courses support learning and program-level competencies.
6. The program faculty meet routinely to discuss the curriculum.
Guideline:
 - a) Describe the process used for ensuring involvement of full-time faculty in discussions and actions regarding the curriculum.
7. The program shares changes to curriculum design with all faculty, and across the college including adjunct instructors.
Guideline:
 - a) Describe how curriculum changes are communicated to part-time (adjunct) faculty and student services entities, such as admissions, financial aid, student records, and advising.

B. CURRICULUM DELIVERY

Standards:

1. Programs use relevant instructional methods such as current technologies and diversified instructional strategies to effectively deliver their curriculum.

Guideline:

- a) Describe the current instructional methods used for the delivery of program curricula and to support students. Include description of the types of instructional methods used, such as lecture, project-based learning, laboratory exercises, and/or integrative technology.
2. Programs offer program courses at times and in modalities to meet identified student needs.

Guideline:

- a) Describe the various times and modalities the program's coursework is currently delivered and how these are both appropriate for the program and support the needs of students.
3. Programs ensure student learning competencies are consistent across all instructors and all modalities.

Guideline:

- a) In addition to existing MCORs, describe the process(es) the program uses to ensure that all program courses/course sections have the same course elements regardless of delivery modality, such as course competencies, summative common course assessments, and standardized syllabi, e.g., training for adjuncts or provision of commonly-shared course resources.
4. Programs enhance the purposeful engagement of students through a diversity of strategies such as flipped classroom, group projects, laboratory activities, and research.

Guideline:

- a) Describe how the program's instructional delivery engages students.
5. Programs leverage partnerships and resources to establish co-curricular opportunities for students' engagement with each other, the campus community, and the broader community through activities such as service learning, internships, clinicals, study abroad, and non-traditional work-based opportunities (e.g., job shadowing).

Guideline:

- a) Describe how the program encourages student engagement in relevant opportunities, such as service learning, internships, clinicals, study abroad, and non-traditional work-based opportunities (e.g., job shadowing) that strengthen student learning and development.

C. RESPONSE TO STAKEHOLDER NEEDS

Standards:

1. Programs identify their key internal and external stakeholder groups, such as students, employers, and/or educational partners.

Guideline:

- a) Provide a list of the program's stakeholder groups. Examples of stakeholders include: students, employers, clinical supervisors, advisory committees, LCCC academic advisers, general education faculty, accreditation agencies, state agencies, four-year institutions, and secondary teachers in concurrent enrollment experiences.

2. Programs establish processes for gathering feedback from their stakeholders and have active advisory committees.

Guidelines:

- a) Describe the established process(es) for gathering feedback from program's stakeholders.
- b) Provide the composition and a history of activities of the program's active advisory committee over the review period.

3. Programs regularly use feedback information from these stakeholders to develop informed adjustments to the curriculum.

Guidelines:

- a) Describe the process for using the program's stakeholders' feedback to make adjustments in its curriculum such as holding faculty curriculum meetings or retreats.
- b) The program provides at least one specific example of how gathered stakeholder feedback was used to improve or revise the program's curriculum since the previous review.

4. Based on stakeholder needs, programs develop effective strategies for student recruitment.

Guideline:

- a) Provide a brief description of recruitment strategies the program uses to connect with potential students such as high school visits, website development, association affiliations, and marketing materials.

*Upload supporting documentation or evidence as appropriate.

D. BACCALAUREATE INSTITUTION PARTNERSHIP

This section is required for AA/AS degrees and any other programs, if applicable.

Standards:

1. Transfer programs have developed close relationships with baccalaureate institutions that are primary transfer destinations for LCCC students. These relationships are focused on developing coherent transfer pathways by articulating program curricula.

Guidelines:

- a) Provide evidence of partnerships with baccalaureate institutions that result in curricular alignment and efficient student transfer.
- b) Provide at least one current, signed program articulation agreement with a baccalaureate granting institution.

*If current articulation agreement is not accurately represented on the LCCC web page:

<http://www.lccc.wy.edu/academics/policies/articulation-agreements.aspx>, upload a copy of the most recent, signed articulation agreement.

- c) Provide rationale for how or why these institutions should be considered primary transfer destinations for the program's students.

2. Transfer programs have a process for reviewing articulation agreements on a regular basis.

Guidelines:

- a) Describe the process for sustaining baccalaureate partnerships and developing and reviewing articulated curricula.
- b) Provide evidence of how these partnerships have resulted in informed adjustments to the curricula.

3. Transfer programs have a current, signed articulation agreement or agreements with a

primary transfer institution or institutions.

Guidelines:

- a) Provide at least one current, signed program articulation agreement with a baccalaureate granting institution.

*If current articulation agreement is not accurately represented on the LCCC web page:

<http://www.lccc.wy.edu/academics/policies/articulation-agreements.aspx>, upload a copy of the most recent, signed articulation agreement.

E. STRATEGIC PARTNERSHIPS, COLLABORATIONS AND INDUSTRY ALIGNMENT

Standards:

1. Programs develop diverse networks of strategic partnerships and collaborations, with both internal and external entities, that can contribute to the program's efficacy.

Guidelines:

- a) List the strategic partnerships with members of business and industry sectors, internal campus units, advisory committee, and/or baccalaureate institutions (other than articulation agreements).
 - b) Describe the processes for sustaining these partnerships.
2. Programs establish partnerships that focus on developing pathways and unique opportunities that enhance student success with future employment skills and/or continued education requirements.

Guidelines:

- a) Describe the process for reviewing program curricula and developing associated co-curricular activities, such as internships, clinicals, immersion experiences, service learning, or job shadows within current strategic partnerships.
- b) Provide at least one example of how these partnerships have resulted in informed adjustments to the curricula, and/or enhancements to the students' educational experience.

F. PROGRAM FACULTY

Standards:

1. Faculty demonstrate proficiency in instructional delivery, including assessing student learning at all levels.

Guidelines:

- a) Upload Curriculum Vita(e) and other applicable documents for each program faculty member.
 - b) Provide at least one example that highlights a faculty member's demonstrated proficiency in instructional delivery.
2. Faculty engage in professional development activities that strengthen student learning or encourage program outcomes.

Guideline:

- a) Provide at least one example that highlights a faculty member's demonstrated engagement in professional development that supports student learning or program outcomes.

3. Faculty engage in service to the community.

Guidelines:

- a) Provide at least one example that highlights a faculty member's service to the community.

G. PROGRAM FACILITIES AND RESOURCES

Standards:

1. Programs have facilities and resources that are functional and accomplish the goals of the program.

Guideline:

- a) Provide a description of the current program facilities (classrooms/labs) and instructional resources, such as library resources, technology, and institutional research. Explain how facilities and resources meet the functional needs of the program.

2. Programs routinely assess the facilities and resources and recommend changes, if appropriate.

Guidelines:

- a) Describe a process for routinely reviewing the facilities and resources for functionality.
- b) Describe how the program usually recommends needed changes to facilities and resources and comment on the effectiveness of this method.
- c) Provide at least one example of how the program has improved the facilities and resources based on evidence gathered through its routine review.

3. Programs with online components have the technology, support, and resources to be successful.

Guideline:

- a) Provide a description of the current program's technology, support, and resources.

Section III Continuous Improvement

This section is focused on the program's continuous improvement efforts. It includes three sub-sections: (A) Continuous Improvement in Student Learning; (B) Continuous Improvement in Program Operations; and (C) Continuous Improvement as a result of Program Review. Each sub-section incorporates standards associated with the development and use of feedback/data systems, planning, and identified improvements.

i. CONTINUOUS IMPROVEMENT IN STUDENT LEARNING

A. FEEDBACK/DATA SYSTEMS

Standards:

1. Programs develop feedback/data systems to regularly identify and gather evidence pertaining to program-level student learning competencies.

Guidelines:

- a) Provide a list of the program's student learning competencies (also in Section One of the review.)
 - b) Provide evidence demonstrating the program has identified, and used or developed a feedback/data system that produces information about student proficiency on program learning competencies. See the Characteristics of a Student Learning Feedback Systems in the note below these guidelines.
 - c) Include a recent sample of student learning data generated by the program's feedback system(s).
2. Programs analyze these data to monitor trends over time, and to inform their assessment planning for purposes of improving instructional effectiveness and ultimately student learning.

Guideline:

- a) Describe how the program analyzes the feedback/data, including trends over time, to inform their assessment planning and to improve instructional effectiveness and ultimately student learning.
3. Programs present and communicate these data among themselves and with stakeholders.

Guidelines:

- a) Describe the process through which the program communicates data from the feedback systems to the program faculty/staff and various stakeholders.
- b) Provide at least one example of how this is accomplished.

B. ASSESSMENT PLANNING

Standards:

1. Programs use data of program-level student competencies to develop targeted assessment plans. These plans are designed with the intention of improving student learning and instructional effectiveness. These plans include current: (1) goals or competencies; (2) strategies; (3) data gathering methods; (4) evaluation processes; and 5. reports of findings, which the program maintains in the institution's Aquila assessment management database. *Guidelines:*
 - a) Summarize at least two of the program's current or recently completed assessment plans, identifying which student learning competency they are targeting.
 - b) Provide a brief statement of rationale describing what student learning evidence prompted the establishment of these plans.
 - c) Describe how the program keeps its assessment planning current or up-to-date in Aquila. Provide one example of a planning change or a reporting finding from the most recent reporting year.

C. REVISED PLANS AND STRATEGIES

Standards:

1. Programs deliver or instruct the student learning competencies they establish within their assessment plans.

Guideline:

- a) Summarize the success the program has had in delivering or instructing the learning competencies that have been identified in the program's targeted assessment plan.

2. Programs document revised planning and strategies that strengthen performance on student learning competencies.

Guidelines:

- a) Program Changes: Provide at least one example of changes implemented to the program and/or its courses as a result of assessment planning efforts over the last review cycle.
- b) Improvement in Learning: Indicate how student achievement of proficiency on learning competencies has improved over time as a result of the program's assessment planning.
- c) Planning/Evaluation Changes: Using the assessment plan in Aquila or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring,

maintaining, or evaluating performance on student learning competencies.

ii. CONTINUOUS IMPROVEMENT IN PROGRAM OPERATIONS

A. FEEDBACK/DATA SYSTEMS

Standards:

1. Programs develop feedback/data systems to regularly gather evidence and analyze the results as it pertains to the program's operational efficacy, including program demand, student success, transfer preparation, job readiness, program efficiency, and other relevant program outcomes.

Guidelines:

- a) Provide a list of the program's operational outcomes (also in Section One of the review.)
 - b) Include a recent sample of data generated from non-KPI feedback systems, such as employer surveys, benchmark comparisons, program tracking, meetings with advisory committees, or articulation meetings that the program uses to analyze its operational efficacy.
2. Programs analyze these KPI data for monitoring trends over time to inform their program's operational planning and to improve the program's efficacy. The Office of Institutional Research provides the KPI results in this section that relate to the standard.

Guidelines:

- a) Describe how the program is meeting and/or not meeting its expected performance on the following KPI measures for:
 - i. Program demand (Participation KPIs)
 - ii. Student success (Success KPIs)
 - iii. Transfer preparation (applicable to transfer programs—Success KPIs)
 - iv. Job readiness/placement (currently unavailable in the KPI measures)
 - v. Program efficiency (Efficiency KPIs)
3. Programs communicate data from these feedback systems among themselves and with stakeholders.

Guidelines:

- a) Describe the process the program uses to communicate its data from these feedback systems to the program faculty/staff and stakeholders.
- b) Provide at least one example of how this is accomplished.

B. PROGRAM OPERATIONAL PLANNING

Standards:

1. Programs use evidence of their operational efficacy, such as effectiveness KPIs, efficiency KPIs, advisory committee feedback, or student surveys to establish program operational outcomes that guide program planning and activities targeted toward continuous program improvement and/or capitalize on opportunities for program enhancement. These operational plans include current: (1) goals or competencies; (2) strategies; (3) data gathering methods; (4) evaluation processes; and 5. reports of findings, which the program maintains in the institution's Aquila assessment management database.

Guidelines:

- a) Summarize at least two of the program's current or recently completed operational plans, identifying which operational program outcomes they are

- targeting.
 - b) Provide a brief statement of rationale describing what program feedback evidence prompted the establishment of these plans.
 - c) Describe how the program keeps its operational planning current or up-to-date in Aquila. Provide one example of a planning change or a reporting finding from the most recent reporting year.
2. Programs develop operational plans from their operational outcomes. Operational plan outcomes are aligned with institutional or school priorities, program accreditation, and/or are appropriate for improving the efficacy, such as effectiveness, efficiency, or meeting stakeholder needs of the program.

Guideline:

- a) Describe how the operational plans align with institutional or school priorities, program accreditation, and/or are appropriate for the growth of the program.

C. OPERATIONAL IMPROVEMENT AND PLANNING REVISIONS

Standards:

1. Programs accomplish operational outcomes they establish within their operational plans.

Guidelines:

- a) Summarize success the program has had in accomplishing established operational outcomes within the program's operational plans.
2. Programs have a documented history of making improvements that result in improved program efficacy, such as effectiveness, efficiency, and stakeholder satisfaction.

Guidelines:

- a) Improving Program Efficacy: Describe how the program's efficacy has improved over time as a result of the program's operational planning efforts. Provide at least one specific improvement made as a result of operational planning to strengthen the program's operational efficacy, such as program effectiveness, efficiency, or stakeholder satisfaction.
- b) Planning Changes: Using the assessment plan in Aquila or a plan provided by the program, provide at least one example of how it has been changed to strengthen its usefulness to the program for monitoring, maintaining, or evaluating performance on program efficacy.

iii. CONTINUOUS IMPROVEMENT AS A RESULT OF PROGRAM REVIEW

A. FEEDBACK/DATA SYSTEMS

Standards:

1. Programs regularly engage in program reviews and use their current self-study information to verify program performance on these program review standards.

Guideline:

- a) Describe how the program used this current program review process and its program evaluation information to assess how well the program meets the standards.
2. Programs analyze these data and synthesize them collectively to understand their current meaning, to monitor trends over time, to inform their action planning, and to develop a listing of program review findings.

Guideline:

- a) Provide a summary of how the program has analyzed and synthesized the information from its current program review to shape either one or more of its actions plans and develop its section on program review findings (III.iii.D.1).
3. Programs present and communicate these data among themselves and with stakeholders.

Guideline:

- a) Describe the process through which the program will communicate the feedback from this current academic program review to the program faculty/staff and to its various stakeholder groups.

B. ACTION PLANNING

Standards:

1. Programs engage in the academic program review process. As a result of the discoveries made during the development of a program's review, the program develops two or more action plans that respond to areas identified for improvement in regard to the standards, and/or respond to emerging opportunities. The plans are long term, often running from two to five years. The program review findings (the last section of the program review) lists the program's 1. Strengths, 2. Concerns, 3. Opportunities, and 4. Challenges that guide the program's action planning.

Guideline:

- a) Provide at least two recommended action plans that the program will implement over the next five years. Programs need to complete all sections of the Action Planning template including 1) goals; 2) strategies; 3) time lines; 4) evaluation process; 5) resources; and 6) opportunities/obstacles. Use the Aquila planning module to create the program's action plans.
- b) Explain how these plans are a result of the discoveries made with this program review, e.g., the program's review findings.

Two action plan goals have been created in the planning section of Aquila, and linked to this program review planning section III.iii.B.1. Please complete the action plan goals using the Planning module in Aquila (see instructions below).

Instructions for Editing/Adding Additional Action Plan Goals:

- Step One is to select the planning module from the drop-down menu at the top left.
- Step Two is to click on My Dashboard / Academic Assessment and Action Planning / your program.
- Step Three is to click on the action plan goal you want to open. Select "edit" to input information, and click "save and close" to save.

--To add a new action plan goal, click on "Add New Item" (top right) and select "**Action Plan from Program Review Self-Study**". Do not select follow-up action planning. Enter a number and a title and click "save and close" to save a new goal.

C. SUCCESS OF PREVIOUS ACTION PLANS

This section requires information from prior program reviews, if applicable.

Standards:

1. Programs accomplish the goals and/or produce the outcomes they establish within

their past action plans.

Guidelines:

- a) Summarize the success the program has had in accomplishing the goals, and/or in producing the outcomes that have been set within the action plans identified in the program's PREVIOUS program review. If a program is new and/or has no previous program review, please state this in the narrative.
 - b) Include at least one specific accomplishment in goal attainment as a result of implementing those plans from the PREVIOUS REVIEW.
2. Programs have a documented history of making improvements to their programs, especially those related to action planning.

Guidelines:

- a) Demonstrate how the program has improved over time as a result of the program's action planning efforts. Provide at least one specific example of changes implemented as a result of the previous action plans intended to strengthen the program.

D. SUMMARY OF PROGRAM REVIEW FINDINGS

Standards:

1. Based on the program's program review experience, including development of the review, it has identified its strengths, concerns, opportunities, and challenges for student learning and for program operations.

Guidelines:

- a) Programs provide a bullet listing of its strengths, concerns, opportunities, and challenges for student learning.
- b) Programs provide a bullet listing of its strengths, concerns, opportunities, and challenges for program operations.