

<b>Academic Program Review Procedure</b>	Procedure Number	10.2P
	Effective Date	September 22, 2014

## 1.0 PURPOSE

In accordance with Board Policy 10.2 Academic Program Review, the purpose of this procedure is to outline the process through which Laramie County Community College (LCCC) conducts the review of its academic program.

## 2.0 REVISION HISTORY

Adopted on: 9/22/14

Revised on: 4/24/20

## 3.0 PERSONS AFFECTED

This procedure applies to all faculty, school deans, staff and students, and other entities affiliated with LCCC.

## 4.0 DEFINITIONS

- A. *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, Bachelor of Applied Science (BAS) degree, a credit certificate, a credit diploma, or granting a non-credit certificate.
- B. *Program Review Leaders* – Faculty members, from programs being reviewed, appointed by their respective deans to coordinate the program review
- C. *Program Review Subcommittee* – A standing subcommittee of the Academic Standards Committee tasked with overseeing and implementing academic program reviews
- D. *Program Review Subcommittee Chair* – Appointed by the Academic Standards Committee as per its Procedure 2.12P.
- E. *Academic Standards Committee* – The responsible group at the College with the primary functions of promoting and maintaining high academic standards that lead to student success at the institution. This body oversees the development, review and modification of academic programs and curricula.
- F. *Program Review Rubric* – The tool used by internal reviewers to evaluate programs against quality performance expectations. Performance is based on a five-point scale with the minimum acceptable performance rated at level three—Program meets program review template guidelines and performance expectations.
- G. *Program Resiliency* – Refers to the level programs relate networking and collaborative depth to program processes, have a diversity of program/unit composition and functionality, have adaptive capacity through self-evaluation activity, and illustrate organizational learning, where shared learning among program/unit participants reaches across campuses and through the community to accelerate purposeful change for student transformation.

## 5.0 PROCEDURES

### A. Philosophical Approach to Program Review

Academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's Mission - transforming our students' lives through the power of inspired learning. It provides a platform for the examination and design of continuous improvement strategies that strengthen program health and resiliency. Based on the principle of continuous improvement, the evidence derived and actions taken as a result of multiple cycles of program review ensure academic programs contribute to the long-term sustainability of the College, while remaining relevant and effective towards meeting the needs of the community.

LCCC's approach to academic program review places emphasis on assessing and developing the capacity of programs for self-evaluation. This self-evaluation results in organizational learning that intelligently informs continuous improvement while encouraging growing alignment and integration of processes. The program review process develops an integrated learning experience among campus faculty and staff that reveals how programs systematically accelerate the attainment of their goals and values, thereby achieving higher levels of quality.

### B. Programs to be Reviewed

All credit bearing degree and certificate programs undergo program review as described in this procedure. In addition, the General Education program at LCCC shall also be reviewed within this framework.

Special accreditation processes do not substitute for LCCC program review, although attempts will be made to schedule internal program review proximate to program accreditation self-studies and/or activities.

### C. Typical Program Review Time Line

September	Orientation meetings for the program review process and electronic self-studies
Sept thru mid-Jan	Programs complete the Comprehensive Program Review self-study reports
Mid-Jan thru mid-March	Program Review Subcommittee (PRS) reviews self-studies & provides online written feedback
Mid-March thru March	Programs provide online written responses to the review committee concerns
April	Programs meet with the PRS for a summary interaction
May	Academic Standards Reviews PRS Recommendations
Fall Semester	The executive summaries and PRS actions are submitted to the Board of Trustees

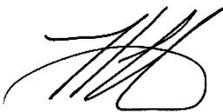
### D. Self-Study Sections

The foundation of LCCC's internal program review is the program self-study. It is structured to examine academic programs through self-evaluation of commonly accepted performance categories such as program learning competencies and operational outcomes, curriculum development, instructional design, communication, responsiveness to stakeholders, input resources, assessment planning/improvements, study findings, and others. Institutional academic quality standards are defined for self-study sections. Standards for four-year degree programs differ from those of two year degree and certificate programs in that they reflect

expectations for expanded learning capacity for inputs (e.g., resources) and increased sophistication for outputs (e.g., demonstrations of student learning performance).

E. Program Review Logistics

- 1) Program Review Schedule: Each fall, the PRS proposes a review schedule for all programs to the Academic Standards Committee for their approval. Program reviews are scheduled over a five-year period to ensure every credit-bearing academic program is reviewed within this timeframe. Approved review schedules become final for the subsequent academic year with exceptions granted by the Vice President of Academic Affairs for extenuating circumstances.
- 2) Program Review Leaders: The Deans of the Schools with programs undergoing program review in the coming academic year shall appoint at least two program faculty to serve as Program Review Leaders (PRL) for each program being reviewed.
  - a. Orientation: PRLs will meet with the PRS chair and co-chair, when available, along with their respective Dean for an orientation to the program review process, including options for external reviews, if desired.
  - b. PRLs manage the development of the self-study so it matches the guidelines and performance expectations provided in the online self-study area and program review manual.
- 3) Peer-Review: PRS members will evaluate the submitted self-study reports, provide comments, concerns, or submit questions and score the programs using a review rubric.
- 4) Programs Respond: Programs offer responses to the PRS that address the PRS feedback.
- 5) Academic Standards Approval: The PRS will submit their evaluation of programs to the Academic Standards Committee for its approval (as outlined in LCCC procedure 2.12P Academic Standards Committee Procedure).
- 6) Programs That Are Assigned Follow-up Reports: Based on PRS findings, Academic Standards may require those programs scoring in the underdeveloped level of the scoring rubric to submit a follow-up report on identified sections.
- 7) Face-to-Face Meetings: Programs (PRL) meet with their respective PRS reviewers during April where program responses, remaining issues, and future planning are discussed.
- 8) Annual Program Review Report: The PRS chair will submit the Annual Program Review Report to the President’s Cabinet and the Board of Trustees during the fall semester. This report will include the self-study executive summaries of all programs reviewed. Completed program reviews are posted at an online repository (pursuant to 2.12P).
- 9) Future Program Action: Programs will use their action plan goals developed as a result of academic program review to guide faculty efforts during the years leading up to the next program review cycle.

REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Kim Bender, Institutional Effectiveness Associate Vice President	6/10/14
Approval by President’s Cabinet		9/17/14
Ratified by College Council	Chad Marley, College Council Co-chair	9/22/14
Approval by President (Signature)		9/22/14