Academic Program Review, Planning and Development

2018-19 Academic Year

At Johnson County Community College, the Comprehensive Academic Program Review process was implemented in the fall of 2014. During fall 2015, the focus of this process was extended to include purposeful, annual program action planning and development. This handbook has been updated for the beginning of the 2018-19 academic year and is designed to be used by any program faculty or staff member as a guide to further understanding the ways in which data collection/analysis/reflection can inform effective program action planning and development.

Continued improvement of these processes is anticipated and comments or suggestions are welcome. Direct all communications about the process, including questions, to:

Office of Assessment, Evaluation and Institutional Outcomes

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# Table of Contents

Overview of Academic Program Review, Planning and Development .......................................................... 3  
What are the goals? ................................................................................................................................. 3  
Who participates? ............................................................................................................................... 3  
When do academic programs participate? ......................................................................................... 4  
What is required? ............................................................................................................................... 4  
Roles and Responsibilities .................................................................................................................... 5  
**Academic Programs** ....................................................................................................................... 5  
**Academic Deans** ............................................................................................................................ 5  
**Program Review Committee (PRC)** ................................................................................................. 6  
**Instructional Deans’ Council (IDC)** ................................................................................................. 6  
**Vice President, Academic Affairs (VPAA)** ...................................................................................... 6  
**Ad Hoc Program Vitality Committee** ............................................................................................... 7  
**President’s Cabinet and Board of Trustees** ..................................................................................... 7  
**Office of Assessment, Evaluation and Institutional Outcomes** ....................................................... 7  
Academic Program Review, Planning and Development Timeline ......................................................... 8  
Using Xitracs ........................................................................................................................................ 10  
How to Guide: Reports for Academic Program Review ......................................................................... 14  
Guidelines for Completion of the Annual Planning and Development Process ...................................... 19  
**Annual Planning Includes the Following Sections:** ........................................................................... 19  
Guidelines for Completion of the Comprehensive Academic Program Review Process .................... 20  
Academic Program Review Categories Instructions, Examples, & Resources ....................................... 21  
**1.0 Program Data and Resource Repository** .................................................................................... 21  
Program Cost Summary Data ............................................................................................................. 22  
**2.0 Student Success** ....................................................................................................................... 23  
**3.0 Assessment of Student Learning Outcomes** ............................................................................. 23  
**4.0 External Constituency and Significant Trends** ......................................................................... 25  
**6.0 Faculty Success** ....................................................................................................................... 26  
**7.0 Program Planning & Development for Student Success** ............................................................. 27  
Academic Program Vitality Indicators *(see Appendix 3 for descriptions)* ........................................... 29  
Vitality Indicators ............................................................................................................................... 29
Action Plans for Student Success ........................................................................................................... 30

**8.0 Fiscal Resource Requests/Adjustments** ....................................................................................... 31

Fiscal Resource Requests/Adjustments .................................................................................................. 31

**9.0 Program Planning and Development Participation** ................................................................. 32

Appendix 1: Johnson County Community College Institutional Learning & Student Learning Outcomes .................................................................................. 33
Appendix 2: Higher Learning Commission – Criterion for Accreditation .................................................... 34
Appendix 3: S.M.A.R.T. Goal Setting ..................................................................................................... 35
Appendix 4: Academic Program Vitality Descriptions ............................................................................ 31
  Vitality Categories .................................................................................................................................. 31
Appendix 5: Johnson County Community College Mission, Vision and Values Statements ....................... 34
  Mission.................................................................................................................................................. 34
  Vision.................................................................................................................................................... 34
  Values.................................................................................................................................................... 34
Appendix 6: Key Performance Indicators Glossary .................................................................................. 35
Appendix 7: Program Schedule for Comprehensive Academic Program Review ..................................... 36
Overview of Academic Program Review, Planning and Development

What are the goals?
At Johnson County Community College, Academic Program Review, Planning and Development allows program faculty and staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Academic Program Review and Annual Planning and Development. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals:

- Ensure academic programs remain focused on student success and serving the needs of the community;
- Increase coherence of academic program development and apply continuous quality improvement;
- Enhance the quality of academic programs by assessing program strengths and challenges;
- Align academic program needs and campus priorities with the planning and budget process; and
- Ensure program priorities are consistent with the college’s mission and strategic plan.

Who participates?
All credit academic programs and instructional support units that offer any of the following are included in the processes of program review, planning and development:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or academic certificate at JCCC;
- Courses or sequence of courses designed to fulfill general education degree requirements at JCCC leading to an Associate of Arts; Associate of Science; or Associate of General Studies;
- Courses or sequence of courses designed to support the JCCC career and technical education curriculum;
- Courses or sequence of courses designed to support broad goals related to JCCC’s mission (examples include Adult Basic Education, ESL, Remedial/Developmental Education);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities;
- Instructional activities that directly support students and the delivery of instruction but not expressly teaching activities (examples include model UN, debate);
- Non-instructional activities that directly support students and the delivery of instruction (examples include Learning & Tutoring Centers, Library, Educational Technology Center, and Distance Learning).

Refer to the Appendix 7 for a list of credit academic programs included in this program review process.

**When do academic programs participate?**
The *Comprehensive Academic Program Review* is completed by programs every three years. During the intervening years, on an annual basis, programs will complete an abbreviated version of this process with the focus on student success and program innovation. This annual process is called the *Annual Planning and Development* process.

**What is required?**
Both the *Comprehensive Academic Program Review* and the *Annual Planning and Development* processes begin with reflection on three (3) years of program data provided by the Office of Institutional Planning and Research. Programs are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

The process also includes establishing and updating program goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the *Comprehensive Academic Program Review*, programs also include additional reflections on student success, student learning outcomes, faculty success, as well as curriculum and mission alignment.

The software program *Xitracs* is used to help facilitate the management of data distribution, document attachment, and reflection elements. Training sessions on the process and software are available to all program faculty and staff during August Professional Development Days and early in the fall semester. Likewise, academic Deans and other academic leadership participate in annual updates on the process.

For additional training needs or questions about the process, programs may contact the Office of Assessment, Evaluation and Institutional Outcomes.
Roles and Responsibilities

Academic Programs
Each fall semester, all Academic Programs (faculty and staff) will receive updated data from the Office of Institutional Planning, and Research. Programs may choose to include additional resources such as survey results, trend data, or advisory board recommendations. At this time, programs will also have received a response from their Division Dean summarizing an assessment of the previous year’s program review, planning and development. Using this compiled information, program faculty will provide the following:

- data reflection and narrative context;
- new and/or updated goals and action plans linked to the JCCC mission, vision and strategic plan;
- budget recommendations; and
- a Program self-assessment vitality recommendation.

As described more fully later in this handbook, the Comprehensive Academic Program Review is completed by programs every three years. Programs in a given Comprehensive Academic Program Review cycle complete component parts of Annual Planning and Development along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement.

Program faculty will use the Xitracs software to document and report all data and reflections.

The JCCC Program Review Committee (PRC) can play a critical role in the program review, planning and development process. Programs should consider the PRC and/or the division PRC representatives as resources to program faculty and staff. Likewise and as needed, open and frequent communication with the Division Dean and Academic Vice President for Academic Affairs is encouraged throughout the process.

As a compliance requirement of the Higher Learning Commission accreditation, programs should be aware summative data elements and other elements of the program review, planning and development narrative, along with the Dean’s assessment and feedback to the program, will be made available on the college website at the end of each academic year.

Academic Deans
Each summer, academic deans will review information entered and attached in Xitracs by the program from the previous academic year (AY) along with pending budget status for next fiscal year (FY). The dean will provide a summative assessment to each program within the division. This assessment, which should be used by programs during the review and development process the following fall, will include the dean’s assessment of program vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to
the PRC division representatives for assistance during the fall semester with a program’s planning and development process. The dean’s summative assessment will also be used as the basis for discussion with the Instructional Deans’ Council and the Vice President of Academic Affairs for the development of priorities for academic branch initiatives and budget recommendations. Open and frequent discussion with each program is encouraged throughout the process.

As a compliance requirement of the Higher Learning Commission accreditation, summative data elements and other elements of the program review, planning and development narrative, along with the dean’s assessment and feedback to the program, will be made available on the college website at the end of each academic year.

**Program Review Committee (PRC)**
The Program Review Committee, whose primary focus is the *Comprehensive Academic Program Review*, is an integral part of the Academic Program Review, Planning and Development process. The PRC is a JCCC standing committee composed of two faculty members elected by each academic division and three members appointed by the Vice President of Academic Affairs. The PRC assists programs in achieving continuous quality improvement by maintaining focus on student success, faculty involvement, currency, and relevancy. Each year the PRC will assess all *Comprehensive Academic Program Review* submissions and provide constructive, formative feedback to participating programs. After review, the PRC will solicit comments from the individual programs to ensure the process was beneficial. Programs may submit edits of their submissions based on PRC feedback prior to the final deadline.

Division representatives to the PRC may also be a resource to programs in *Annual Planning and Development*. Refer to program review website for a current list of PRC members.

**Instructional Deans’ Council (IDC)**
The Instructional Deans’ Council will discuss the summative assessments drafted by the respective dean for each program. As indicated by these discussions, the dean will edit drafted responses to the programs and/or include any comments, clarifying questions, suggestions, and/or expectations. The IDC will also assist the Vice President of Academic Affairs in establishing prioritized academic branch initiatives and budget recommendations.

**Vice President, Academic Affairs (VPAA)**
The Vice President, Academic Affairs is responsible for making branch recommendations to the President’s Cabinet and Board of Trustees. Programs and/or deans may request discussion with the VPAA at any point in the process; the VPAA may also request discussion during the process. Discussions may also be initiated by programs, deans, or the VPAA in situations where the dean and program have differing perspectives on vitality, goals, and/or action plans that cannot be
reconciled. Depending on the circumstances, the VPAA may find it necessary to proceed with budget recommendations, adjust enrollment or scheduling, or take other actions to safeguard students and faculty pending any further decisions. The VPAA may also determine further examination will not be productive or necessary and choose not to initiate additional review. In such cases, the differing opinions will be communicated to the President’s Cabinet as part of the branch planning and budget recommendations.

**Ad Hoc Program Vitality Committee**

For programs in which revitalization efforts have been unsuccessful or in circumstances that warrant full phase-out of a program, the VPAA may consider forming an Ad Hoc Program Vitality Committee. This committee will consist of:

- Division Dean
- Program Faculty Chair (or other faculty representative appointed by program faculty)
- Program Counseling Liaison (or absent such, Counseling Chair)
- Program Review Committee co-chairs (if division representative is from the program in question, another PRC member will be appointed by the committee; if the dean co-chair is the same as division dean for the program in question, then another division dean would be appointed by the VPAA)
- One other representative appointed by the program faculty
- Other representation as requested by VPAA (examples Advisory Committee Chair, Educational Affairs Chair)

The VPAA will determine who will chair the committee and establish the timeline for the review and final report. The Ad Hoc Program Vitality Committee will conduct its own review of the program’s status and will be charged with interpreting the qualitative and quantitative data of the program review; soliciting additional data and commentary; and conducting its own research as deemed warranted. At the conclusion of the review, the Ad Hoc Program Vitality Committee will provide recommendation(s) and associated rationale to the VPAA.

**President’s Cabinet and Board of Trustees**

The President’s Cabinet is responsible for making recommendations to the Board of Trustees. The Cabinet considers the recommendations made by the Vice President of Academic Affairs. The Cabinet will review and clarify any questions prior to seeking the Board of Trustees approval or pursuing other action.

**Office of Assessment, Evaluation and Institutional Outcomes**

The Office of Assessment, Evaluation and Institutional Outcomes is responsible for the updates and maintenance of the Xitracs software and assisting programs, deans, and the VPAA in the use of it. This office also facilitates reporting of the summative Program Review, Planning and Development reports on the college website at the end of each academic year.
Academic Program Review, Planning and Development Timeline

August/September
Program Faculty
- Attend training on *Comprehensive Program Review and/or Annual Planning and Development*
- Updated data is loaded into Xitracs
- Review and discuss the summative assessments of the previous year’s process with the dean
- Review requirements for completion of the *Xitracs* sections and request additional data as needed to complete
- Determine work teams and/or strategies and deadlines to complete the Program Review, Planning and Development processes

September/October
Program Faculty
- Continue review, discussions and work on completing required sections.
- As applicable, complete the Curriculum and/or Program Inventory Management (CIM/PIM) through the "dean’s step" approval for new, modified or deactivated curriculum. Deadline for this step is October 1. Contact the Curriculum Office at curriculum@jccc.edu for assistance.

Program Faculty/Division Dean/VPAA
- Maintain open and frequent discussion, as needed.

October/November
Program Faculty
- Continue work and provide opportunities for program faculty review and refinement of Program Planning or Review drafts within *Xitracs*.
- Maintain open and frequent discussion with the Dean, PRC, PRC Division Representative and/or Vice President of Academic Affairs, as needed.
- By November 30, finalize submissions within *Xitracs*.

Program Faculty/Division Dean/VPAA
- Maintain open and frequent discussion, as needed.

December/January
Dean
- Review and clarify preliminary program planning and development proposals.
- Draft prioritized division initiatives & budget proposals for next FY.
- Update program on division prioritized initiatives and budget proposals for next FY.
IDC/VPAA
- Review, clarify and refine preliminary division program planning & development proposals.
- Draft and refine prioritized Branch initiatives and budget proposals for next FY.

January-May
Program Faculty
- Refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- Receive feedback from Program Review Committee (*Comprehensive Program Review* cohort).

PRC
- Review *Comprehensive Program Review* submissions and provide feedback to respective programs of the comprehensive cohort (January-March).

Dean and VPAA
- Support academic program refinement of program goals and action planning and implementation.
- Maintain open and frequent discussion, as needed.

June/July
Dean
- Fully review *Comprehensive Program Review* and *Annual Planning and Development* submissions from the previous AY and pending budget status for next FY.
- Complete a summative assessment report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations. This may include consideration for referral to the PRC and/or PRC division representatives to assist with subsequent fall semester planning and development.

IDC/VPAA
- Review respective program summative assessment reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

Office of Outcomes Assessment
- Place summative Program Review, Planning and Development reports on the college website.
Using Xitracs

Guidelines for Software Supporting Program Review

Designated Program Managers – If you are designated as a program chair, the Office of Assessment, Evaluation and Institutional Outcomes has established an account for you with your program information. If you are a new chair or faculty member in a department needing access, please have your designated program manager or Dean contact the office to initiate the process to create an account for you.

A link for logging into Xitracs and a login video tutorial may be found on the Program Review web page on the college website.

A link for Program Review appears in the menu on the Program Review page. The login for Xitracs is at the bottom of the program review page. If you are a registered Xitracs user, you may use your JCCC login information and password. If you need access and do not currently have an account set up, please contact the Office of Assessment, Evaluation and Institutional Outcomes.

For assistance, contact x 3646, 3605, or 7607: First Screen

You have access to Programs – click on that tab across the top.

After you choose your school/department – you will see the following screen:
On this page you will see each of the sections of program review reflected. You can click the **Expand All** button on the far right to open each of the sections, or choose the + symbol in each program heading to open. When open, you will see the following options within the fields:
With these fields you have the following functions

**Settings** - You can mark a section as complete.

**Edit** - Use the edit function to include narrative into the section. You can also mark sections complete once you have finished editing.

**File** – Many sections allow you to upload files as supporting documentation.

**Tag** – We are not currently utilizing this component and it is more directly related to reporting of the data.

**Comment** – Allows you to comment on a section; this may include a note to the faculty that are working on a section.

*Note: All forms that are attached within sections of Xitracs will require they be opened, completed, saved, and then reattached in the respective section.*

**Tabs within program assessment**

**Assess** – is the first tab across the top of the program section and allows you access to the sections of program review

**Assign** – is the second tab across the top of the program section and allows you to add a program assessor

*Assign faculty as program assessors* - DO NOT USE THE PEER REVIEW FUNCTION – this is reserved for use by the Program Review Committee. Click on the assign tab in the program view and choose from one of the faculty members listed. If you need a faculty member added, contact the office at x3605 or x7607.

**Report** – you can generate a hard copy of your Program Review Report from this tab.

**Archive/Feedback/Labels/Tags** – these tabs will not be necessary in this first round of program review. This is also true of the tabs for Prior Cycle and Next Cycle. You should be on Current Cycle.

Managers can add program outcomes unique to their programs using the **Link** function. The **Student Learning Outcomes, Institutional Learning Outcomes** and **Key Performance Indicators** are listed under the **General Outcome** links. If you are interested in listing any **specialized accrediting** for your program to the External Outcomes link, feel free to call the office and we will assist you.

**For Faculty in the Department Participating in Program Review** - Choose my programs and be sure and click on the **Current Cycle** tab. This is the screen that will come up on the current cycle tab.
Functions
Settings - You can mark a section as complete.

Edit - Use the edit function to include narrative into the section. You can also mark sections complete once you have finished editing a section.

File – Many sections allow you to upload files to the sections as supporting documentation.

Tag – We are not currently utilizing this component and it is more directly related to reporting of the data.

Comment – Allows you to comment on a section – this may include a note to the faculty that are working on a section.

A Xitracs editing tutorial video may be found on the Academic Program Review, Planning and Development webpage on the college’s website.
How to Guide: Reports for Academic Program Review

Beginning fall 2017, the academic program review reports will be available using the web-based reporting tool Cognos. Links to the reports are made available below. Users will click on the links and be prompted to log in using their JCCC username and password. Users will then select their program/subject area and run as a pdf. After the reports are run, you will need to save the pdf reports to your Xitracs Program Review report in section 1.2.

It should be noted that:

- College Now and contract honors are excluded.
- Data reflect the end of the semester after grades are posted.

Accessing Academic Program Review Reports

Below are links to the reports and a step-by-step summary to access and run the reports needed for program review.

Academic Program Review Cognos Reports:
- Average Class Size, Completer Success, & Attrition
- Course Completion, Success & Attrition by Online vs. On-Campus Delivery
- Declared Majors, Awards, Transfers, and Placements
- Student Credit Hours by Faculty Type
- Faculty Name by Type for Most Recent Academic Year

STEP 1 - Accessing:
- Click on the individual Cognos Data Report link (above) you would like to run. Once you click on a report link, you will be prompted to sign in using your JCCC user name and password. If you are unable to log in, please contact the Office of Institutional Planning & Research at x3441.

STEP 2 - Running a Cognos Report:
You will repeat the following steps for each of the Academic Program Review reports listed.
- Select the subject/program area using the Variable Drop Down Box:
• Click the Finish button.

• Report will run, and then appear on screen.

**STEP 3 – Saving as pdf:**

• From the blue tool bar, select the drop down.

• A drop down box will appear, select Run PDF.
• Report will run.

• Once report is complete, save the report as a pdf. To do this, click on the printer icon and choose the Adobe PDF option.

• Click OK.
Select location to save pdf report. Please save the report that you have run with the appropriate title from the list below:

- Average Class Size, Completer Success, & Attrition
- Course Completion, Success & Attrition by Online vs. On-Campus Delivery
- Declared Majors, Awards, Transfers, and Placements
- Student Credit Hours by Faculty Type
- Faculty Name by Type for Most Recent Academic Year

**STEP 4 – insert reports into Xitracs:**
- Log in to your Program Review in Xitracs
- Upload saved pdf reports in to Section 1.2 Quantitative and Qualitative Data.

To upload, select file
- Browse to find file, select, and click OK. Complete the insert for each Program Review report.

**Description of Reports for Academic Program Review**

1. **Average Class Size, Completer Success, & Attrition**
   - Enrollment and number of sections taught by term for an academic year. Enrollment is a duplicated number. A student may be enrolled in more than one class within a term and/or within an academic year.
   - **Average class size:** enrollment divided by the number of sections within the term.
   - **Completion:** defined as the number of students receiving a grade of A, B, C, D, F, or P in the course.
   - **% completion:** defined as the number of students completing divided by enrollment.
   - **Success:** defined as the number of students receiving a grade of A, B, C, or P in the course.
   - **% completer success:** defined as the number of success students divided by the number of students completing the course.
   - **Attrition:** defined as the number of students receiving a grade of W in the course.
• **% attrition:** defined as the number of students with a grade of W divided by the enrollment in the course.

2. **Course Completion, Success & Attrition by Online vs. On-Campus Delivery**
   - If the program area offered no online courses during any of the three academic years, only the on campus data are presented.
   - Enrollment is a duplicated number. A student may be enrolled in more than one class within the term and/or academic year.
   - **% Completion:** defined as the number of students receiving a grade of A, B, C, D, P, or F divided by enrollment for the course.
   - **% Success:** defined as the number of students receiving a grade of A, B, C, or P divided by the number of students completing the course.
   - **% Attrition:** defined as the number of students receiving a grade of W divided by enrollment for the course.

3. **Declared Majors, Awards, Transfers, and Placements**
   - **Number of declared majors.** A count of students declaring major within program.
   - **The number of degrees and certificates awarded by major during an academic year.** A student receiving multiple certificates and/or degrees within an academic year will be reported once for each degree and/or certificate received.
   - **Number of students transferring by May 2017.** National Student Clearing House data were used in identifying whether a graduate had transferred. If a student received an AAS and a certificate within the program in the same year, they will be reported multiple times. A student is reported under each award received.
   - **Placements.** The placement rate is based on percent of students responding to the OPR career student follow-up survey indicating they are working in a related field. If a student received an AAS and a certificate and was employed in a related field, the student would be reported under each award received.

4. **Student Credit Hours by Faculty Type**
   - **Number of faculty by full-time and part-time by term.** Number of faculty is an unduplicated number within each term.
     - Student credit hours taught by full-time and part-time faculty by term.
     - Student credit hours (SCH) are divided by the number of faculty teaching a class. For example, if ENGL 121 003 is taught by 2 faculty, the student credit hours are divided by 2 for that class. The total column reflects the total student credit hours for the course/program.

5. **Faculty Name by Type for Most Recent Academic Year**
   - A list of faculty names for the 2016-2017 academic year by full-time and part-time status for the program. If a faculty member was full-time in one term and part-time in another term, the faculty name will appear under both the full-time and part-time heading.
   - **Note:** Full-Time for program review reporting joins on employees home org to determine if they are a full-time faculty for users program. For example, if a full-time English faculty teaches in both English and Sociology, the faculty member will show as full-time in English’s program review reports, and part-time in Sociology.
Guidelines for Completion of the *Annual Planning and Development* Process

The focus of the annual process is on student and faculty success and continuous quality improvement. The following gives an outline of the sections that program faculty will complete within *Xitracs* for the *Annual Planning and Development* process. Although program faculty will have access to the complete template for Comprehensive Academic Program Review in the software, departments completing annual planning and development must complete only a few of the component parts. Details about each section are provided below and within the referenced Appendix sections of this handbook.

*Video links for both Comprehensive and Annual Review sections may be found on the [What is Required](#) webpage under the [Academic Program Review, Planning and Development](#) section on the JCCC website.*

**Annual Planning Includes the Following Sections:**

1.0 Program Data and Resource Repository
   
   1.2 Quantitative and Qualitative Data

3.0 Assessment of Student Learning Outcomes
   
   3.2 Significant Assessment Findings

4.0 [External Constituencies and Significant Trends](#)

7.0 Program Planning and Development for Student Success
   
   7.1 [Narrative/Reflection on Qualitative and Quantitative Data and Trends](#)
   
   7.2 [Academic Program Vitality Reflection, Goals and Action Plans](#)

8.0 Fiscal Resource Requests/Adjustments

9.0 Program Planning and Development Participation
   
   9.1 Faculty and Staff
   
   9.2 [Dean and/or Administrative Designee Response](#)
Guidelines for Completion of the Comprehensive Academic Program Review Process

The following gives an outline of the sections program faculty will complete within *Xitracs* for the Comprehensive Academic Program Review process. The numbering system shown below mirrors that which is used within the *Xitracs* software. Details about each section are provided below and within the referenced Appendix sections of this handbook.

**Comprehensive Review Includes the Following Sections:**

1.0 Program Data and Resource Repository
   1.1 Program Summary
   1.2 Quantitative and Qualitative Data

2.0 Student Success
   2.1 Define Student Success
   2.2 Achieve/Promote Student Success
   2.3 Co-Curricular Activities

3.0 Assessment of Student Learning Outcomes
   3.1 Reflection on table provided on assessment
   3.2 Significant Assessment Findings
   3.3 Ongoing Assessment Plans

4.0 External Constituencies and Significant Trends

5.0 Curriculum Reflection
   5.1 Reflection on Current Curriculum
   5.2 Degree and Certificate Offerings or Support
   5.3 Honors Activities

6.0 Faculty Success
   6.1 Faculty Success
   6.2 Program Accomplishments
   6.3 Innovative Research, Teaching or Community Service

7.0 Program Planning and Development for Student Success
   7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends
   7.2 Academic Program Vitality Reflection, Goals and Action Plans
   7.3 Mission and Strategic Plan Alignment

8.0 Fiscal Resource Requests/Adjustments

9.0 Program Planning and Development Participation
   9.1 Faculty and Staff
   9.2 Dean and/or Administrative Designee Response
Academic Program Review Categories Instructions, Examples, & Resources

1.0 Program Data and Resource Repository
This section contains the data on completion, attrition, cost summary data, etc.

1.1 Program Summary
A descriptive summary of the program should be provided.

1.2 Quantitative and Qualitative Data
Beginning fall 2017, the academic program review reports will be available using the web-based reporting tool Cognos. Directions for downloading the reports and uploading them into the Program Review template are provided beginning on page 16 of the Handbook.

Additional data may also be available for reporting by the Office of Institutional Planning and Research, as applicable. Request for additional data can be made through the Office of Assessment, Evaluation and Institutional Outcomes, prior to the start of the comprehensive cycle.

In addition to the data already provided, program faculty should consider this field as a repository for any information that aids in program development and planning. Programs should look for data which would support or possibly influence current curricular offerings, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight program/faculty/student successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the software at any time. All data should be cited clearly and completely and include the reference and acquisition date. Ideally, each resource will also include a succinct summary and possible implications for the program.

Examples of other information that program faculty and staff may wish to include:

- Class capacities and percent fill rate
- Balance of program curriculum and impact across the college by indicating those courses offered primarily to:
  - Support developmental or college preparation;
  - Meet general education and/or cultural diversity requirements;
  - Facilitate transfer;
  - Support career and technical programs;
  - Provide career and technical core required knowledge and skills; and/or
  - Provide career and technical knowledge and skill options
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and industry Trends
- Market trends

**Program Cost Summary Data**

The Cost Summary reports will be provided in late September and will be loaded for the programs into Section 1.2. Department Chairs will be notified when the information is made available. Starting in 2017 the data provided will be from the Activity Based Costing model. For the current year that will include two-years of data. Definitions below may help program interpret the reports provided.

**Definitions:**

- **ABC or Activity-Based Costing** is the process of identifying activities within an organization and assigns costs, both direct and indirect, to each activity to understand the resources consumed by the activity.
- **Overhead** is the indirect cost of operating a business such as administrative costs, marketing and support costs.
- **Inputs** to calculating activity-based costing include:
  - Resources – from general ledger structure
  - Assets – refer to the buildings and space used
  - HR – payroll data
  - Instruction – course and program information
  - Student Records – enrollment, fee type, campus
- **Margin** is the difference between revenues and expenses (both direct and indirect) of an activity or program or product.
2.0 Student Success

2.1 Define Student Success
Provide a definition of how student success is defined by the program.

Example 1
The department promotes student success through one-to-one relationships with students and colleagues, innovation of teaching strategies (creative ways to engage students in active learning and reflection), refinement of course offerings to better meet students’ needs (rebalancing numbers of sections of each course in response to enrollment figures as well as expanded online course offerings), and continual exploration of new ways to engage students with discipline-related content, including Learning Communities, Independent Studies, and Honors contracts/courses.

Example 2
The department defines student success as that of acquiring a set of skills and competencies to produce work that exhibits ingenuity and self-expression, compelling composition, along with strong technique and exceptional craftsmanship. In addition, student success is defined by acquiring the intellectual foundation to interpret and evaluate work.

2.2 Achieve/Promote Student Success
Describe how the program achieves and promotes student success.

2.3 Co-Curricular Activities
Programs should review the categories and participation types of co-curricular activities found on the first tab of the spreadsheet provided in the common documents and report templates section of the Program Review website. Program should respond to the questions found within the template and complete the spreadsheet documenting co-curricular activities of the program. Be aware, the spreadsheet has several tabs. The first two tabs provide definitions for co-curricular activities and participation type. An example of a completed spreadsheet and a list of JCCC clubs and organizations is also provided on the website for reference.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on table provided on assessment
In this section the program should provide a narrative reflection on the table provided on assessment of program curriculum. A template of the curriculum chart can be found on the common documents and report templates portion of the website. Once the chart has been completed by the program, it can be copied over from previous submissions and updated in each cycle to reflect changes in assessment initiatives.
3.2 Significant Assessment Findings
Programs should provide a narrative overview of the program's significant student learning outcomes, assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports, or other relevant materials. Programs will find a template of the Assessment Progress Report as well as General Education reporting templates on the website in the common documents and report templates section (See Appendix 1 for JCCC Student Learning Outcomes).

Example 1
Reflection on table provided on assessment:
The faculty has worked to assess the work that we are doing by actively participating in the Student Learning Outcomes Assessment process on campus. For multiple years, five courses have not only participated in the assessment process but have produced and submitted multiple Assessment Reports to the Office of Outcomes.

Significant assessment findings:
Most importantly, this process has resulted in improved student learning. The process has facilitated numerous faculty exchanges of content and delivery improvement ideas, and, of course, the implementation of the same.

Example 2
Reflection on table provided on assessment:
Faculty will continue to make refine the department’s current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:
By creating a new rubric, the department was able to investigate what students to accomplish in in the visual analysis / research paper. Certain components of the rubric mention understanding the “context” of the work of art, such as the socio-political / historical context in which the work was created, etc. Further, specifically addressing the importance of using “art historical terminology” encourages instructors to more carefully define terminology in their classes.

3.3 Ongoing Assessment Plans
In this section the program should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year. As noted above copies of the Assessment Progress report templates are available on Program Review website or by contacting the office.
4.0 External Constituency and Significant Trends
An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- **Program Advisory Committee:**
  - A template for the Program Advisory Committee form is available on the common documents and report templates section of the website. Using the template, programs should provide a list of advisory member name/title/organization/length of service on committee; note the committee chair with an asterisk (*).
  - Additionally, programs should upload meeting minutes from the previous spring and fall semesters.

- **Specialized Accreditation:**
  - Programs should include information concerning the accrediting agency title, abbreviation, JCCC contact; agency contact, date of last visit, reaffirmation, next visit, FY projected accreditation budget.
  - Upload the most recent self-study and site visit documents.
  - Upload agency correspondence which confirm accreditation status.

For use with Annual Planning and Development and Comprehensive Academic Program Review section 4.0

Following are some examples of possible external constituencies that may be used by program faculty when looking for trends that impact program efficacy and student success. The examples given are not exhaustive and will not apply to all programs.

**HLC Accreditation:** The College’s regional accrediting body, the Higher Learning Commission (HLC), uses five criteria to evaluate the culture of quality at the institution (see Appendix 2 for more details on the HLC’s accreditation criteria).

**Other External Constituencies:** Some examples are Career Pathways or other career development activities, College Now or other dual credit or academic development activities, civic or academic honors, community service, co-curricular activities, and/or transfer articulation or affiliation agreements. Include documentation of the affiliation and a description of significant trends that are impacting or anticipated to impact the program and/or student outcomes.

**Significant Trends:** Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer
5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum
In this section the program should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompt is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How coherent is the curriculum?
- Is it designed to provide program outcomes integration or is the student expected to do the integrating?
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how internationalized is the curriculum?
- Does the program have specialized accreditation? If yes, complete the attached specialized accreditation worksheet in section 4.0.
- Does the program encourage/support student participation in Study Abroad?
- Does the program have any community-based learning components in the curriculum?

Example
Students who complete this curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the program experience.

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions, or knowledge of the profession. Five of the ten courses have been modified or created in the last couple of years to meet these ever-changing needs for our students.

Our program adapts and changes with the educational needs of the community it serves.

5.2 Degree and Certificate Offerings or Support
List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

5.2 Honor Activities
Describe, as applicable, the honor activities the program is engaged in. This would include listing courses with honors contract(s).

6.0 Faculty Success
Before completing the faculty success sub-sections, the program should reflect on a program
pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

**Example**
*Our department values faculty and staff who work in the professional world or who stay connected to our discipline at a national level. Most of the adjunct faculty currently works professionally in and around Kansas City. They each possess a specific skill-set which benefits our students. The full-time faculty and staff stay connected to the professional world or to the academic world at large.*

6.1 Program Accomplishments
Highlight noteworthy program accomplishments.

6.2 Faculty Accomplishments
Highlight noteworthy accomplishments of individual faculty.

6.3 Innovative Research, Teaching and Community Service
Describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends
Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section, program faculty should provide a narrative reflection on trends observed in the data uploaded by the Program in section 1.2.

**Example 1**
The total student credit hours decreased by 19% over the three-year period from academic year 2011-2012 to 2013-2014. Full-time faculty credit hours decreased by 16% and reflect the net loss of one full-time faculty member. In spring 2012, one full-time faculty member resigned and was not replaced. In spring 2013, one full-time faculty member retired and was replaced. Part-time faculty student credit hours decreased by 31%.

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as “Course by Arrangement” to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.
Our students’ completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition by Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Faculty discussed the fact that online courses fill first during enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Example 2

Our average class size, completion, success, and attrition rates are comparable and slightly better than the college average. Comparing to closely related disciplines within the Arts, Humanities, and Social Sciences division shows that the department has significantly lower enrollment. Overall measures of completion, success, and attrition are roughly the same (or slightly better) than comparable disciplines.

Completion, success, and attrition complete rates ranged from 87.5% to 97.0% and completer success rates range from 83.6% to 100%. Attrition rates ranged from 12.5% to 3.0%. In some instances, small class size causes attrition rates to appear high. To decrease attrition rates resources such as First Alert and Counseling will be more effectively utilized. For short term classes, student contact will be made by e-mail or phone after first absence.

The metrics for on-campus and distance learning (or online) sections by course number reveal two broad trends. First, for those online students who remain in the course, student success is about the same as face-to-face cohorts. Attrition rates are generally higher online. If online sections continue to increase in popularity, online instructors will need to address the course completion rates. Second, although there is a slight decline in overall enrollment, there is a shift in delivery system. It appears that students are opting to take online sections rather than traditional face-to-face sections of the same course. Interestingly, online enrollment increase, face-to-face declines, but overall enrollment remains consistent.

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form found on the Program Review website in the common documents and report templates section.

Programs should use previous reflection and discussion as a basis for considering program
indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Programs will also establish or update three to five long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular, and faculty development activities. Long-term goals are considered to be those that extend three to five years out, while short-term goals are those that would be accomplished in the next one to two years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Appendix 3 on S.M.A.R.T. goal setting)*

**Academic Program Vitality Indicators** *(see Appendix 4 for descriptions)*

*For use within Annual Planning and Development and Comprehensive Program Review section 7.2*

Program faculty should use all available information to consider the category assignment which best reflects the program's current status and subsequent goals and anticipated action plans. Some potential qualitative and quantitative vitality indicators of program demand, quality and resource utilization include the following:

**Vitality Indicators**

<table>
<thead>
<tr>
<th>Demand</th>
<th>Quality</th>
<th>Resource Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student credit hours</td>
<td>• Student course completion</td>
<td>• Class fill rate</td>
</tr>
<tr>
<td>• Student headcount</td>
<td>• Student course success</td>
<td>• Cost per credit hour</td>
</tr>
<tr>
<td>• Average class size</td>
<td>• Student course attrition</td>
<td>• Cost per FTE</td>
</tr>
<tr>
<td>• Declared majors or concentrators</td>
<td>• Student learning outcomes</td>
<td>• Student FTE per Faculty</td>
</tr>
<tr>
<td>• Individual course purpose (developmental; transfer; career support; career core; discipline interest)</td>
<td>• Student retention/persistence</td>
<td>• Revenue generated</td>
</tr>
<tr>
<td>• Graduate job placement</td>
<td>• Formalized articulations with education and industry partners</td>
<td>• Facility assigned/needed</td>
</tr>
<tr>
<td>• Career job projections</td>
<td>• Degree/certificate attainment</td>
<td>• Equipment/technology needed</td>
</tr>
<tr>
<td>• No/minimal regional duplication</td>
<td>• Career credential/license success</td>
<td>• Staff assigned/needed</td>
</tr>
<tr>
<td>• Impacting trends (accreditation; economic; public policy; educational; market/industry)</td>
<td>• Transfer success</td>
<td>• External affiliations</td>
</tr>
<tr>
<td>• Other as applicable</td>
<td>• Graduate satisfaction</td>
<td>• Institutional resource priorities</td>
</tr>
<tr>
<td></td>
<td>• Employer satisfaction</td>
<td>• Other as applicable</td>
</tr>
<tr>
<td></td>
<td>• Wage potential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Industry engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Other as applicable</td>
<td></td>
</tr>
</tbody>
</table>
Action Plans for Student Success
For use with Annual Planning and Development and Comprehensive Program Review section 7.2

A number of organizations have recommended practices that keep students in class and help them complete courses and degrees/certificates or transfer successfully. These practices can involve student support inside and outside of the classroom or be part of the pedagogical practices faculty employ in the courses they teach.

In student support, the following practices have been shown to improve student success:

Effective assessment and placement, orientation, academic goal setting and planning, registration before classes begin, accelerated or Fast-Track developmental education, First-Year Experience student success course, Learning Communities, Early Alert and intervention, experiential learning beyond the classroom, tutoring, and Supplemental Instruction.

Refer to From the Center for Community College Student Engagement (CCSSE) for more information: http://www.ccsse.org/docs/matter_of_degrees.pdf

Certain pedagogical practices have also been shown to improve student success. These practices are successful because they involve significant time on task, active learning, substantive interaction with faculty and peers, frequent feedback from faculty, engagement with diversity, and engagement with higher-order thinking (analysis, synthesis, and evaluation).

High-impact practices include: learning communities; service learning; research with a faculty member; internships or field experience; study abroad; capstone courses and projects; writing-intensive courses; first-year seminars; collaborative assignments and projects; and diversity/global learning.

Refer to the Association of American Colleges and Universities Toolkit on High-Impact Practices (which includes campus examples and research about the practices): http://leap.aacu.org/toolkit/high-impact-practices See also the AAC&U's Developing a Community College Student Roadmap: From Entrance to Engagement in Educational Achievement and Success project: http://leap.aacu.org/toolkit/projects/roadmap-project

Example: Long and Short Term Goal Setting
Annual Planning and Development and Comprehensive Program Review section 7.2

Long-term Goals
Improve academic performance (2014-2017) as will be evidenced by reduction in attrition by 5% and maintenance of current national exam pass rates.

Improve critical thinking, clinical judgment, and reasoning in students during the next three years (2014-2017) as evidenced by performance in labs and employer satisfaction.
Short-term Goals
Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.

Incorporate reading as a pedagogical activity by increasing participation in common read projects and encouraging students to increase the amount of time they spend reading each week of the coming academic year.

7.3 Mission and Strategic Plan Alignment
In this section, Programs should indicate the ways in which the program's offerings align with the JCCC mission (Appendix 5). Also, in this section programs should provide narrative on the ways that initiatives may be tied to the JCCC strategic plan, KPI’s (Appendix 6) or Higher Learning Commission (HLC) accreditation criteria (Appendix 2).

8.0 Fiscal Resource Requests/Adjustments
Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets are emailed from the Budget Office early in October and should be uploaded into Xitracs prior to the submission deadline on November 30th.

Fiscal Resource Requests/Adjustments
Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position change requests
- Educational technology support
- Instructional Technology Planning (ITP) requests
- Facilities/Remodeling requests
- Capital equipment
  - Non-capital 54030 furniture & equipment
  - New 54050 capital furniture & equipment
  - Replacement 54050 capital furniture & equipment
- Other as applicable
  - Accreditation fee request
  - Membership fee request
  - Coordinating reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed
information to the division dean and other decision-makers and to inform financial decisions made throughout the year.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff
Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

9.2 Dean and/or Administrative Designee Response
After review and reflection of the program review, planning and development, the division dean will complete the Dean’s Summative Assessment form. The dean’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

A list of Program Review reference videos may be found on the JCCC YouTube page.
Appendix 1: Johnson County Community College Institutional Learning & Student Learning Outcomes

**Institutional Learning Outcomes**
Successful Johnson County Community College students will be prepared to demonstrate proficiency in the following areas:

**Quantitative Literacy**
- Use quantitative skills to analyze and process information.

**Critical Thinking**
- Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.

**Communication**
- Communicate effectively with clarity and purpose.

**Social Responsibility**
- Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.

**Personal Responsibility**
- Be independent lifelong learners who have the skills necessary for economic, physical, social, mental and emotional wellness.

**Student Learning Outcomes**
Johnson County Community College is committed to cultivating in our students the following Student Learning Outcomes. At the course, program, and institutional level successful students will be able to:

1. Access and evaluate information from credible sources.
2. Collaborate respectfully with others.
3. Communicate effectively through the clear and accurate use of language.
4. Demonstrate an understanding of the broad diversity of the human experience and the individual’s connection to society.
5. Process numeric, symbolic and graphic information.
6. Read, analyze, and synthesize written, visual, and aural material.
7. Select and apply appropriate problem-solving techniques.
8. Use technology efficiently and responsibly.
Appendix 2: Higher Learning Commission – Criterion for Accreditation

Criterion 1. Mission
The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Criterion 2. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Criterion 4. Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion 5. Resources, Planning, and Institutional Effectiveness
The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
Appendix 3: S.M.A.R.T. Goal Setting

For use with Annual Planning and Development and Comprehensive Program Review section 7.2

S.M.A.R.T goal setting is based on the acronym for the five (5) steps of specific, measurable, achievable, relevant, and time-based goals. Use of this strategy can help in translating fuzzy goals into actionable plans for achieving real results.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?

MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for faculty and staff
- Curriculum updates, modifications, or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business, and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; advisory engagement; recommendations; and projections/expectations
- Planned honor and co-curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams
Appendix 4: Academic Program Vitality Descriptions

Vitality Categories
- Category 1: Potential Enhancement Opportunities
- Category 2: Maintain Current Levels of Support/Continuous Improvement
- Category 3: Revitalization Opportunities or Needs
- Category 4: Phase Out Vitality Category Descriptions

Category 1: Potential Enhancement
Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Curriculum Office (curriculum@jccc.edu) should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:
- Program exceeds JCCC’s comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- Program shows a clear and consistent upward trend in majors and SCH production.
- Program is above JCCC comparative discipline data on average for student retention, transfer, and/or graduation.
- Cost per student is at or below national averages or other comparative numbers available for this type of program.
- Student FTE per faculty is at or below other comparative numbers available for this type of program.
- Indication of unmet demand and the program could grow further with additional resources.
- Qualitative indicators suggest high program quality and student outcomes.
- Program is well aligned with JCCC mission, strategic plan, and KPI’s.
- There is evidence to suggest that there is sufficient demand to initiate a new program.
- Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Category 2: Maintain Current Levels of Support/Continuous Improvement
Programs with consistent successful outcomes will want to ensure that trends, resources, and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:
• Program is on par with JCCC comparative discipline data medians/averages on most criteria.
• Program shows a stable trend in majors and SCH production.
• Program is near JCCC comparative discipline data average for student retention, transfer and/or graduation.
• Cost per student is close to national averages or other comparative numbers available for this type of program.
• Student FTE per faculty is at or slightly above other comparative numbers available for this type of program.
• Indication that program is meeting need with adequate resources.
• Qualitative indicators suggests appropriate program quality and student outcomes.
• Program is aligned with JCCC mission, strategic plan, and KPI’s.

Category 3: Revitalization Opportunities or Needs
At times, programs may find more substantial change is needed in order to best serve the needs of students. These programs may determine due to impacting trends and/or inconsistent and/or declining indicators of student success that program revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented. Some guidelines which indicate a program should be given a Category 3 vitality recommendation are:

• Program is below the JCCC comparative discipline data medians/averages on most criteria.
• Program shows a declining pattern in majors and SCH production.
• Program is below the JCCC comparative discipline data average for student retention, transfer, and/or graduation.
• Cost per student is well above national averages or other comparative numbers available for this type of program.
• Student FTE per faculty is above other comparative numbers available for this type of program.
• Indication program is not meeting needs and requiring substantial resources.
• Qualitative indicators give insufficient data to suggest quality program and student outcomes.

Category 4: Phase Out
A program is unlikely to consider this category and it would be the rare exception for a dean to recommend Category 4 for a program that has not first gone through program revitalization. In
fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that a dean would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources. Some guidelines which indicate a program should be given a Category 4 vitality recommendation are:

- There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
- There has been no serious attempt to improve program effectiveness and efficiency since last annual or Comprehensive Academic Program Review.
- No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
- Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.
Appendix 5: Johnson County Community College Mission, Vision and Values Statements

Mission
JCCC inspires learning to transform lives and strengthen communities.

Vision
JCCC will be a national leader through educational excellence and innovation.

Values
  Integrity: We hold ourselves accountable for decisions and actions.
  Collaboration: We respect diversity of thought in building a culture of collaboration.
  Responsiveness: We respond to the needs of our students and communities through relevant offerings.
  Leadership: We pursue leadership roles in our communities and higher education.
Appendix 6: Key Performance Indicators Glossary

Key Performance Indicators assist an organization in defining and measuring progress toward organizational goals. KPIs can measure progress towards those goals through a strategic dashboard.

Targets: Where applicable, percentiles from the 2012 National Community College Benchmark projects were used to define realistic goals for JCCC. The target for all indicators is the 75th percentile. Performance between the median and the 90th percentile is evaluated as good, performance between the 25th percentile and the median is satisfactory, and performance below the 25th percentile is poor.

Graduation Rate: The rate is the grand total of students in a degree-seeking cohort who earn degrees/certificates within 150% of normal time to complete their program, divided by grand total of students in the same cohort minus exclusions. Two-year institution graduation cohorts are based on the entering class and how many students graduate within three (3) years. For example, the graduation rates for the 2007 cohort are based on the number of students from the 2007 entering class who graduated within three (3) years or by AY 2010.

Persistence: Fall to Fall Persistence is the grand total of all credit students enrolled in a fall term that re-enrolled the following fall term, divided by the grand total of all credit students enrolled in the initial fall term. Exclusion: students from the initial fall term who graduated before the following fall term. For example, the persistence rates for 2008 are based on the number of students enrolled from the fall 2008 semester who re-enrolled for fall 2009.

Satisfaction: Noel –Levitz - Top 5 Noel-Levitz Indicators were selected on the basis of importance to students. The indicators are based on a scale of one (1) to seven (7), where one (1) is not satisfied at all and seven (7) is very satisfied.

Transfer Rate: Grand total of students in a degree-seeking cohort who are known to have transferred out within 150% of normal time to completion of their program divided by grand total of students in the same cohort minus exclusions. Exclusion: students from the initial cohort who graduated.

Transfer Performance: Transfer performance reflects JCCC students who have transferred to the University of Kansas. Performance summarizes the average term GPA of JCCC students considered as continuing compared to KU continuing undergraduates. The comparison of KU was selected based on the majority of students transferring from JCCC to enroll at KU.
## Appendix 7: Program Schedule for Comprehensive Academic Program Review

### Comprehensive Academic Program Review Cycle

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Academic Achievement Center</td>
<td>Accounting</td>
<td>Animation</td>
</tr>
<tr>
<td>Anatomy Open Lab</td>
<td>Administration of Justice</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Architecture</td>
<td>Anthropology</td>
<td>Automation Engineering Technology</td>
</tr>
<tr>
<td>Auto Technology</td>
<td>Art History</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Business Office Technology</td>
<td>ASL English Interpreting /Interpreter Training</td>
<td>Collaboration Center</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Biological Sciences</td>
<td>Computer Personal Computer</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Biotech</td>
<td>Dental Hygiene</td>
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