WESTERN NEBRASKA COMMUNITY COLLEGE

President's Procedure

TITLE: Curricular Program Review Procedure

DIVISION: Educational Services

CATEGORY: Program Review

REFERENCE: BP-617 Curricular and Co-Curricular Program Review Board Policy

NUMBER: PP-617

DATE OF APPROVAL: April 2020

APPROVAL: Dr. Carmen Simone, President

Definitions

Curricular Activities: All the courses of study offered by an educational institution and/or a group of related courses, often referred to as a program of study. Can include credit or non-credit program offerings.

Co-Curricular Activities: Any activity that facilitates in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. These activities supplement and complement the curricular or main syllabi activities, i.e., student government, student ambassador programs, athletic programs, and several student support programs.

Rubric: An evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, program of study or departmental activities to measure their attainment against a consistent set of criteria.

Procedure

All curricular programs shall use the "Program Review Template" (Appendix A) to periodically assess educational programs. A rubric (samples in Appendix B), approved by the College's Assessment Committee, shall be utilized to assess the program's strengths and weaknesses to inform continuous improvement and alignment with the College's mission and strategic plan.

Division Chairs and faculty who primarily teach the program, or teach courses in the program, will work collaboratively to complete the Program Review. When complete, the Program Review will be forwarded to the standing Program Review Committee for consideration and evaluation. After due consideration, the committee will recommend to the Executive Vice President one of the following outcomes for the program:

- Continue without modifications
- Continue with modifications (with suggested or required modifications)

- Move the program to Program Support (Reduction-in-Force) for a three-year period to determine if the program should continue in its current form or restructured, or be eliminated.

A recommendation may also be made regarding co-curricular activities specific to an academic program, i.e., theatrical programs, learning labs, etc.

The College President, in consultation with the Executive Vice President, will make the final decision regarding program status.

Program Review Committee
The following shall be members of the standing Program Review Committee:

- Dean of Instruction
- Dean of Instruction and Workforce Development
- Associate Dean of Instruction
- Director of Teaching, Learning, and Assessment
- Division Chair(s)
- Two faculty members at large (one year term)

Timeline
The Executive Vice President for Educational Services is responsible for ensuring that all academic program reviews are completed within a timeline corresponding to the requirements of the Nebraska Coordinating Commission for Postsecondary Education (CCPE).

The attached schedule for program reviews (Attachment C) will be reviewed in September of each calendar year by the Dean of Instruction, Dean of Instruction and Workforce Development, Associate Dean of Instruction, and Division Chairs to ensure the list of programs is up to date and that the cycle of program review is adhered to or modified to meet emerging, unique needs of a program.

The recommendations of the Program Review Committee will be reviewed by Curriculum Council and College Council prior to submission due to the Executive Vice President by April 1.

If, through the analysis of the program review, it is determined that a program be placed on Program Support, that process will begin the following fall semester.

The Executive Vice President will ensure that any program review to be forwarded to the CCPE is submitted to the WCCA Board of Governors for final review and subsequently to the CCPE by no later than June 1.

Program Elimination
If the recommendation is made to discontinue a program and that recommendation is supported by the Executive Vice President and President, a phase-out-plan will be developed to maintain the integrity of the educational services to the students. This plan, along with the original recommendation of the committee, will be forwarded by the Executive Vice President to the Board of Governors for final disposition (BP 610.0500.86).

If it is the decision of the Board to support the elimination of a program, the provisions of BP-4xx Reduction-in-Force would then be enforced.

Exceptions to the Procedure

This process can be expedited or move straight to consideration of program elimination and therefore reduction-in-force in the case of financial exigency or other extreme circumstances as identified by the President and Board of Governors.

Revising this Procedure
If statutory provisions, regulatory guidance, or court interpretations change or conflict with this President's Procedure, the College retains the right to revise accordingly and for the changes to take effect immediately.

Attachments:

- Appendix A: Program Review Template
- Appendix B: Educational Program Rubric
- Appendix C: Program Review Schedule

Appendix A
Western Nebraska Community College
Program Review Template[1]

Department:	**Degree Designation as on Diploma** (mark N/A if not an educational program):
Program Name:	CIP Code (mark N/A if not an educational program):
Program Implementation Date or Date of Last Review:	**Individual Completing this Review**:
Submission Date:	**Date of Review by Assessment Committee**:

Institutional Recommendations: (Check the appropriate box)

☐ Continue without Modifications

☐ Continue with Modifications – *Identify suggested or required modifications.

☐ Cease the Co-Curricular Activity - *Identify reasons for this recommendation below

☐ Move the Educational Program to the Reduction in Force process *Identify reasons for this recommendation below and identify what should be included in teach-out plan.

*As required above, please identify rationale:

Required Information

Program Description (1-2 paragraphs):

List the Program Learning Outcomes:

Centrality to the Institution's Mission, Vision, Strategic Plan, and the State's Plan

1. Explain how this program has contributed to the institution's mission and vision?

2. What strategic planning goal(s) of the college does this program contribute to?

3. What specific institutional general education goals have you focused on in this periodic review cycle? Give a brief explanation of those learning activities, data collected, analyzed and changes made to the program as a result of, i.e., addition of curriculum, changes to existing curriculum, partnering with co-curricular activities.

GE1 - Communication	
GE2 – Critical Thinking & Problem Solving	
GE3 – Humanities &/or Fine Arts Awareness	
GE4 – Cultural & Civic Awareness	
GE5 – Personal Development	

4. What specific contributions to the economic and social welfare goals found in the *Comprehensive Statewide Plan for Postsecondary Education* does this program provide? Explain what major forces (demographic, economic, political, technological or educational) the program has focused on during this periodic review and the results of that emphasis.[2]

Enrollment and Graduate History (Data found in IPEDs):

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2016	Fall 2017	Fall 2018
Enrollment							
Graduates							

Program Quality and Student Success

1. Briefly describe assessment results from the past seven years and explain how these results have been used to make improvements to the program. In your answer, please address the following:
   a. Explain how each of these program-level student learning outcomes (identified on page two of this document) were evaluated.
      i. Include all direct and indirect assessment methods used to evaluate this program.
      ii. Explain which student learning outcome(s) were assessed by each method and how frequently each method is administered.
      iii. Include the benchmarks and/or targets identified for the program.
   b. Briefly summarize assessment results related to each SLO.
   c. Explain how assessment results have been used to make improvements to the program.
   d. Explain the program's measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on these measures.

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[2] Coordinating Commission for Postsecondary Education, State of Nebraska, found at: *ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/CompPlan.pdf*

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2. Describe any external awards or other recognition of the students, faculty, and/or program over the past five years. In your answer, please:
   a. Describe any awards from disciplinary associations, nonprofit organizations, governmental agencies, or any other external entities that recognize the accomplishments of this program.
   b. Describe accomplishments related to student work, faculty teaching and research, and other elements of your program.
   c. Describe any specialized accreditation attained by the program.

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3. How many credit hours are in the program for:

Required General Education	Program-Specific	Other (list those courses and how they contribute to the student's success in the program.)

4. In the table below identify the average actual credit to degree for the program. (Average actual credit to degree refers to the average number of credit hours earned by a cohort within the program graduating in a particular year. These credits should include credits transferred in and developmental education credits.)

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Average actual time to degree (Express in number of years)							
Average actual credit to degree							

5. Job placement and transfer data that has been collected:
    a. Job placement data for CTE programs:

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Number of graduating students who sought employment.							
Percentage of students that sought employment							
Number of graduating students who gained employment							
Percentage of graduating students who gained employment.							

    b. Transfer data for program graduates (AA/AS programs only):

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Number of graduating students who transferred to a four-year institution.							
Percentage of graduating students who transferred to a four-year institution.							

6. Does this program lead to a licensure or certification? If yes, then include students' pass rates on licensure/certification exams.

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Name of Exam:							
Pass Rate:							

Program Demand/Unnecessary Duplication

1. Provide the number of students enrolled, number of graduates, and credit hour production over the past five years (include summer, fall and spring enrollment numbers in the total identified below.

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Total Enrollment							
Degrees Conferred							
Credit Hour Production (refers to the number of credit hours generated by program faculty.)							

2. Are there similar programs (same or closely related CIP code) at other public institutions in the state?
   _____ Yes*   _____No

*Explain how the curriculum of this program is different from existing programs at other institutions or that access to these programs is limited, hence the need for this program.

*What collaborative efforts has this program made with existing programs at other institutions to improve the effectiveness and efficiency of each program?

Cost and Funding
(Definitions for this area are on the last page of this document**)

1. What is the program's student credit hour per instructional faculty FTE for the past seven years (include only the fall and spring semester data in the total.)
   a. Student credit hour per instructional faculty FTE is defined as credit hours taught by program faculty in a unit, department or discipline, divided by the number of instructional FTE (as defined by the institution) of those program faculty.

	Year:	Year:	Year:	Year:	Year:	Year:	Year:
Student credit hour per instructional faculty FTE							

2. Describe any external funding the program faculty have attracted since the last program review, i.e., grants (local, state or federal), businesses, private foundations or individuals.

Additional Information
Please provide any other information that explains how this program contributes to the college community and supports external partners or workforce needs.

Instruction/Workload Terms[3]

Faculty Full-Time Equivalent (Faculty FTE)
Faculty FTE is a measure of work expended or courses taught by faculty in the academic area. There are two types of faculty FTE:

- *Employment FTE (EFTE)*: The full-time or part-time status of faculty is defined by contract. A full-time faculty member is generally equal to 1 EFTE. In other word, all university employees with a full-time status also equal to1 EFTE.

- *Instructional FTE (IFTE)*: The Instructional FTE is assigned only to employees who teach. It can be described as a measurement of the teaching load of faculty in a given term. Instructional FTE is intended to measure the teaching duties of all faculties and instructors of record. This concept is particularly useful in allowing several part-time individuals to be equated to an equivalent number of full-time individuals. The full-time or part-time status of faculty is generally defined by contract. Full-time faculty equal 1 EFTE. Part-time faculty appointment fractions are accumulated to an equivalency of full-time appointments. For example, an instructor teaching one 3 credit hour course will have 3/12=.25 IFTE provided 12 hours is a full-time teaching load for the faculty (may vary between departments and colleges). IFTE does not reflect any assignment for advisement, committee work, publishing or research which are included in the job duties of faculty. Therefore, any IFTE data should be interpreted with limitations in mind, since the amount of time and energy devoted to other instructional tasks are not accounted for. Generally a chairperson will have .5 or .33 IFTE because of his/her split duties between teaching and administration.

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[3] Cleveland State University, Institutional Research and Analysis found at:
www.csuohio.edu/offices/iraa/articles/newsFTE.html

Appendix B
SAMPLE
Educational Program Assessment Rubric[4]

Measure	Room for Improvement	Emerging	Developed
Alignment with college's mission and strategic plan	Program has no mission, or, mission is not at all aligned with the college's mission and strategic plan	Program mission is somewhat aligned with the college's mission and strategic plan	Program mission is well-aligned with the college's mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program
Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 7 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence

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[4] Wright State University, Program Review Rubric found at: *www.wright.edu/sites/default/.../Program-Review-Rubric.docx* and Program Assessment Data found at: *www.wright.edu/academic-affairs/outcomes-assessment*

Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance
Program enrollment and graduation	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

Department Assessment Rubric

Resources

Measure	May need fewer resources	Resources adequate	May need more resources to meet need or to expand
Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing
Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs
Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards
Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards

Success

Measure	Room for improvement	Adequate	Exemplary
Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward
Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward

Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward

Measure	Room for improvement	Adequate	Effective	Exemplary
Alignment with College's Mission, Program Goals and Strategic Planning documents	Few or none of the department's programs are aligned with the college's mission or strategic plan	Some of the department's programs are aligned with the college's mission or strategic plan	Most of the department's programs are aligned with the college's mission and strategic plan	All of the department's programs are well aligned with the college's mission and strategic plan
Program quality, distinctiveness, and recognition	Few or none of the programs in the department have provided examples of recognition for quality or uniqueness	Some programs in the department have provided examples of recognition for quality or uniqueness	Most programs in the department have provided examples of recognition for quality or uniqueness	All programs in the department have provided examples of recognition for quality or uniqueness
Academic Assessment	Few programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement

Faculty Scholarship	Department provided no examples to demonstrate faculty excellence in scholarship in the program field	Department demonstrates faculty scholarship by providing examples of excellence in a few programs	Department demonstrates faculty scholarship by providing examples of excellence in most programs	Department provides multiple examples to demonstrate faculty excellence in scholarship in all programs
Measure	**Room for improvement**	**Adequate**	**Effective**	**Exemplary**
Quality Teaching	Department provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success
Enrollment trends (degree and credential seeking students)	Enrollment is generally decreasing	Enrollment is flat	Enrollment is generally increasing in the department but is below university and college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above university and college average enrollment trends
Student FTE to Faculty FTE	The student to faculty ratio does not meet the criteria for adequate	In top 25% of student to faculty FTE ratio in the department OR the top 50% in the college	In top 25% of student to faculty FTE ratio in the department AND the top 50% in the college	In top 25% of student to faculty FTE ratio in the college
Financial Sustainability	The revenue to expense ratio does not meet the criteria for adequate	In top 50% of revenue to expense ratio in the department OR the top 25% of the college	In top 25% of revenue to expense ratio in the department AND the top 50% in the college.	In top 25% of revenue to expense ratio in the college
External Funding Expenditures	Has no external funding or the faculty to external funding ratio does not meet the criteria for adequate	In top 25% of faculty to external funding ratio in the department OR the top 50% in the college	In top 25% of faculty to external funding ratio in the department AND the top 50% in the college	In top 25% of faculty to external funding ratio in the college

Plans for growth and improvement	The program does not provide a plan for growth and improvement	The program provides a plan for growth or improvement	The program provides a plan with a specific timeline and outcomes for growth and improvement	The program provides a plan for growth and improvement based on the review and aligns it to the college's Strategic Plan

APPENDIX C

2019-20 Five-Year Review Schedule

Applied Tech Program Review Schedule									
Major/Concentration Area	**Awards Undergraduate**	**CCPE Next Review**	**RIF**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Applied Agriculture Technologies	Certificate Diploma	20-21		X					
Automotive Technology	Certificate Diploma AAS	21-22			X				
Aviation Maintenance	Certificate AAS	19-20		X					X
Collision Repair & Refinish Technology	Certificate AAS	21-22	18-19 19-20 20-21						
Powerline Construction & Maintenance Technology	Certificate Diploma AAS	23-24					X		
Welding Technology	Certificate Diploma AAS	21-22				X			

Business & IT Program Review Schedule									
Major/Concentration Area	**Awards Undergrduate**	**CCPE Next Review**	**RIF**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Business Administration	AA AS	19-20		X					
Business Administration - Accounting	AA AS	19-20			X				
Business Administration - Management Information Systems	AA AS	19-20				X			
Business Technology - Excecutive Assistant	Certificate Diploma	22-23		X					
Business Technology - General Business	Diploma AAS	22-23			X				
Business Technology - Information Technology Technical Support	Diploma AAS	22-23				X			
Business Technology - Medical Office Management	AAS	22-23					X		
Business Technology - Staff Accountant	Certificate Diploma AAS	22-23						X	
Computer Science	AS	19-20					X		
Information Technology	AA	19-20					X		
Information Technology - Cybersecurity	AA	19-20					X		

Health Sciences Program Review Schedule										
Major	**Awards Undergraduate**	**CCPE Next Review**	**RIF**	**Accreditation**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Emergency Medical Services (EMT)	AAS	25-26		Spring 2021					X	
EMSP/Paramedic	Certificate	25-26								
Health Information Technology	AAS	20-21		Spring 2020			X			
HIT/Coding Technician	Diploma	20-21		n/a			X			
Medical Laboratory Technician	AAS	23-24		Fall 2019					X	
MLT/Phlebotomy				2021						
Nursing	AD-N	25-26		Spring 2020					X	
Nursing-Practical	Diploma	25-26		Fall 2019					X	
Surgical Technology	AAS	25-26		Spring 2020/ Spring 2021					X	

LAAR Program Review Schedule									
Major/Concentration	**Awards Undergraduate**	**CCPE Next Review**	**RIF**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Foreign Languages - Spanish	AA	19-20	16-17 17-18 18-19						X
General Studies - (Language and Arts)	AA	19-20		X					
Music Education	AA	19-20			X				
Fine Arts - Interdisciplinary	AFA	New							
Fine Arts - Music (Vocal & Instrumental)	AFA	New 19-20			X				
Fine Arts - Musical Theater Performance	AFA	New				X			
Fine Arts - Theater	AFA	New	17-18 18-19 19-20						
Fine Arts - Visual Art (Art)	AFA	New 19-20	17-18 18-19 19-20						

Math & Science Program Review Schedule

Major/Concentration Area	Awards Undergrduate	CCPE Next Review	RIF	19-20	20-21	21-22	22-23	23-24	24-25
Agricultural Science (Pre)	AS	19-20		X					
Biology/Ecology	AS	19-20			X				
Biomedical Research (Pre)	AS					X			
Chemistry	AS	19-20					X		
Chiropractic Medicine (Pre)	AS							X	
Dental Hygiene (Pre)	AS	19-20							X
Dentistry (Pre)	AS	19-20		X					
Dietetics	AS	19-20							
Engineering (Pre)	AS	19-20	18-19 19-20 20-21		X				
Food Science (Pre)	AS	19-20					X		
Forestry/Wildlife Management (Pre)	AS	19-20						X	
General Studies (Math and Science)	AS								X

Math & Science Program Review Schedule con't.									
Major/Concentration Area	**Awards Undergraduate**	**CCPE Next Review**	**RIF**	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
Mathematics	AS	19-20		X					
Medical Technology (Pre)	AS	19-20			X				
Medicine (Pre)	AS	19-20				X			
Nursing (Pre-Professional)	AS	19-20					X		
Pharmacy (Pre)	AS	19-20						X	
Physical Therapy (Pre)	AS	19-20							X
Physics	AS	19-20		X					
Radiologic Technology (Pre)	AS	19-20			X				
Rangeland Management	AS	19-20				X			
Veterinary/Comparative Medicine (Pre)	AS	19-20					X		

Major/ Concentration	Awards Undergraduate	CCPE Next Review	RIF	19-20	20-21	21-22	22-23	23-24	24-25
Social Science & Human Performance Program Review Schedule									
Criminal Justice	AA	19-20		X					
	AAS	22-23		X					
Early Childhood Education	AA	19-20			X				
	AAS	24-25			X				
Elementary Education	AA	19-20		X					
Exercise Science	AS	New							X
Human Services	AA	19-20				X			
	Certificate AAS	21-22				X			
Psychology	AA	19-20			X				
Secondary Education	AA	19-20				X			
Social Science	AA	19-20					X		
Social Work	AA	19-20						X	