

ACADEMIC DEGREE AND CERTIFICATE PROGRAM REVIEW HANDBOOK

**Business, Engineering, and Technologies;
Information Systems Technology;
and
Health and Human Services Division**

**Columbus State Community College
2023**

*Columbus State Community College maintains a practice of regular
program reviews to ensure academic program quality to meet the
needs of the institution and its diverse stakeholders.*

www.csc.edu/assessment

Updated 9/26/2023

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Academic Degree and Certificate Program Review Handbook

Purpose

The purpose of Academic Program Review is to ensure students are participating in quality, relevant academic programs.

The review process at Columbus State Community College is designed to demonstrate alignment with quality educational standards for higher education, the Higher Learning Commission (HLC), the Ohio Department of Higher Education (ODHE), and numerous other professional accreditation and approval agencies. Ongoing Program Review focuses on Program quality and student success and is linked to the College's Strategic Priorities.

The purpose of the Handbook is to provide an overview of Academic Program Review and the process at Columbus State Community College. Details, instructions, and forms for implementing and processing reviews are provided.

Standards

The Academic Program Review process at Columbus State Community College integrates principles and requirements for review from the Higher Learning Commission and the Ohio Department of Higher Education.

Higher Learning Commission

CSCC has created a program review process that is in compliance with the criteria of our accrediting body, the Higher Learning Commission (HLC). Each Criteria is composed of Core Components, and all of these Core Components must be met in order for the Criteria to be met and reaffirmation of accreditation earned.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Ohio Department of Higher Education

The College must meet the academic standards identified in the Ohio Department of Higher Education (2016) *Guidelines & Procedures for Academic Program Review*

https://highered.ohio.gov/static/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf

The guidelines are designed to ensure students are learning in quality academic programs. Documentation of review offers the institution the opportunity to demonstrate alignment with standards of academia in general and specifically to each program. Academic Program Review is considered complementary to institutional review and various accreditation or approval reviews.

Program Review Process

Procedure No. 5-18(C)

www.csc.edu/about/policies-procedures/5-18C.pdf

Information for Academic Program Review is available on the Assessment homepage of the college webpage at [Assessment For Student Learning | Columbus State Community College \(csc.edu\)](http://www.csc.edu/assessment)

Information and assistance may also be obtained by contacting the College Assessment Fellows: Adam Moskowitz at amoskowi@csc.edu or 614-287-5816, Scott Laslo at slaslo1@csc.edu or 614-287-2653, or April Martin at amartin134@csc.edu or 614-287-5158.

Programs are validated by Academic Program Review. Faculty fellows lead this process in coordination with administration. Faculty consult a wide variety of college staff, students, and other stakeholders in the development and ongoing revision of a review process to ensure the quality of all academic programs.

The Program Review Handbook provides a comprehensive outline of the College processes and procedures for reviewing Programs. Changes to the Handbook will be completed by the Assessment Faculty Fellows in consultation with the Office of Academic Affairs (OAA) Assessment Committee and Division Assessment Committees, and the College Program Review Committee in order to maintain relevancy with changes at the College. The Faculty Fellows will maintain an updated version of the Handbook on the College's Assessment website.

The process for Program Review Reports is explained in the Program Review Handbook.

Participation - All Academic Programs participate in review at the College.

Division Deans, Program Chairpersons, and Program Faculty participate in the review of each program. Reviews are performed, documented, and submitted according to the schedule posted on the review calendar for the division by the department. Summaries of completed reviews are presented in Assessment Committees at the Division and College level. An overview of the summaries of reviews is presented to the Board of Trustees of the College.

Schedule

Academic Programs are reviewed every 3 years. Program data from the previous 3 years are reviewed and analyzed in the 4th year. The review is presented on the Columbus State Community College Academic Degree Program Review Form or the Columbus State Community College Certificate Program Review Form.

An overview of the general timeframe for Academic Program Review for the College is in Table 1.

Table 1: Timeframe for Program Review		
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2019 through Summer 2020 Autumn 2020 through Summer 2021 Autumn 2021 through Summer 2022	Autumn Semester 2022	January 15, 2023
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2020 through Summer 2021 Autumn 2021 through Summer 2022 Autumn 2022 through Summer 2023	Autumn Semester 2023	January 15, 2024
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2021 through Summer 2022 Autumn 2022 through Summer 2023 Autumn 2023 through Summer 2024	Autumn Semester 2024	January 15, 2025
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2022 through Summer 2023 Autumn 2023 through Summer 2024 Autumn 2024 through Summer 2025	Autumn Semester 2025	January 15, 2026
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2023 through Summer 2024 Autumn 2024 through Summer 2025 Autumn 2025 through Summer 2026	Autumn Semester 2026	January 15, 2027
Analyze Program Data From:	Review Program	Submit Program Review
Autumn 2024 through Summer 2025 Autumn 2025 through Summer 2026 Autumn 2026 through Summer 2027	Autumn Semester 2027	January 15, 2028

Process and Due Dates

The process and timeline for Program Reviews and review of Reports is presented in Table 2.

Table 2: Program Review Process and Dates For Programs		
Activity		Due Date
1	Designated Program Faculty and Staff (a) Review program during Autumn Semester. (b) Complete Program Review Report Form. (c) Submit completed Review to Division Assessment Committee during Spring Semester.	January 15
2	Division Assessment Committee (a) Reviews Reports. (b) Sends any comments or recommendations to the designated Program Faculty and Staff. Program Faculty and Staff make any desired changes to their report and return report to Division Assessment Committee. (c) Completes a summary of the Program Review Reports reviewed, identifying any issues, best practices, and trends. (d) Submits summary to Meeting Minutes in Program Review site.	March 15
3	Division Dean (a) Reviews division committee summary and makes comments. (b) Meets with faculty and staff completing the Program Review to discuss data trends, goals, and needed resources.	April 15
4	College Assessment Committee (a) Reviews summaries from Division Assessment Committees to identify best practices, issues, and trends. (b) Communicates this information to Academic Council. (c) Submits summary of committee review to Meeting Minutes in Program Review site.	May 15
5	Academic Council (a) Reviews summaries from College Assessment Committee identifying best practices, issues, and any college level trends. (b) Interacts with the Vice President of Academic Affairs as needed.	June 15
6	Vice President of Academic Affairs (a) Reviews summaries from Academic Council. (b) Interacts with the President as needed.	July 15

Calendars

There are two calendars for Academic Program Review:

- Business, Engineering, and Technologies/Information Systems Technology Divisions Academic Degree and Certificate Program Review Calendar
- Health and Human Services Division Academic Degree and Certificate Program Review Calendar

The calendars list the due dates for submission of documentation of each Program's Review. The intent of scheduling reviews is to: Promote regular review in accordance with the Higher Learning Commission's guidelines, to ensure quality and validity of the program, and coordinate the process of review in a large college with many programs.

While it is a requirement for each Program to abide by the calendar, the calendar may change based on program, college, student, or other stakeholder needs. The schedule on the calendar is made with consideration of various accreditation and approval processes.

The calendar for the Business, Engineering, and Technologies/Information Systems Technology Divisions is in Table 3. The calendar for the Health and Human Services Division is in Table 4.

Table 3. Calendar for Business, Engineering, and Technologies/Information Systems Technology Divisions.

Academic Degree Programs Business, Engineering, and Technologies Dean: Carmen Daniels					
Department: Business Programs Chairperson: Chavel Green					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Accounting	ACCT				X
Business Management	BMGT				X
Business Office Applications	BOA				X
Finance	FMGT				X
Human Resources Management	HRM				X
Marketing	MKTG				X
Real Estate	REAL				X

Department: Design, Construction, and Trades Chairperson: Douglas House					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Architecture	ARCH			X	
Civil Engineering	CIVL/SURV			X	
Construction Management	CMGT			X	
Environment Science/ Safety & Health	ESSH			X	
Geographic Information Systems	GIS			X	
Heating, Ventilation, & Air Conditions	HVAC			X	
Landscape Design & Build	LAND/HORT			X	
Skills Trades Technology	SKTR				X

Department: Engineering Technology Chairperson: Demetris Agrotis					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Electronic Engineering Technology	EET			X	
Electro-Mechanical Engineering	EMEC				X
Logistics Engineering Technology	LET			X	
Mechanical Engineering	MECH				X
Supply Chain Management	SCM			X	

Department: Transportation Maintenance Technology Chairperson: Doug Hammon					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Automotive Technology	AUTO				X
Aviation Maintenance Technology	AMT			X	

Academic Degree Programs Information Systems Technology Division Dean: Gloria Rogiers					
Department: Art, Media, and Design Chairperson: Gene Burlison					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Digital Design & Graphics	DDG		X		
Digital Photography	FOTO			X	
Interactive Media/Game Art & Animation	IMM			X	

Department: Information Systems Technology Chairperson: Akpabio Akpabio					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Computer Science	CSCI			X	
Information Technology Support Technician	ITST			X	

Table 4. Calendar for Health and Human Services Division.

Academic Degree Programs Health and Human Services Division Dean: Terrence Brown Assistant Dean: Tywan Banks					
Department: Allied Health Professions Chairperson: Eric Charlton					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Dental Hygiene	DHY				X
Medical Imaging/Radiography	IMAG				X
Surgical Technology	SURG				X
Sterile Processing Technology	SPT		X		
Medical Laboratory Technology	MLT		X		
Respiratory Care	RESP		X		

Department: Applied Sciences and Human Services Chairperson: Stacey Raymond					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Early Childhood Development and Education	ECDE			X	
Interpreter Education Program	IEP		X		
Social and Human Services	SAHS		X		
Veterinary Technology	VET		X		
Department: Justice, Safety, and Legal Studies Executive Administrator and Chairperson: Dale Gresson					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Criminal Justice Safety	CRJ			X	
Emergency Medical Services	EMS				X
Fire Science	FIRE				X
Paralegal Studies	LEGL				X

Department: Nursing Chairperson: Tammy Montgomery					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Nursing	NURS		X		

Department: Health Professions and Wellness Chairperson: Rick Hyatt					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Health Information Management	HIMT			X	
Medical Assisting	MAT			X	
Massage Therapy	MASS			X	
Multi-Skilled Health	MULT		X		
Sport and Exercise Studies	SES			X	

Department: Hospitality Management and Culinary Arts Chairperson: Josh Wickham					
Program	Course Alpha		2023 due 1/15/23 Report years 2019-2020, 2020-2021, 2021-2022	2024 due 1/15/24 Report years 2020-2021, 2021-2022, 2022-2023	2025 due 1/15/25 Report years 2021-2022, 2022-2023, 2023-2024
Hospitality Management	HOSP			X	

Forms

Each Academic Program presents its review using one form. Some Certificate Programs are embedded as part of an Academic Degree Program and are included in the AAS Academic Degree Program Review. Some Certificate Programs are separate from any degree and are reviewed separately. The College has two forms for documenting Academic Degree Program Reviews:

- Business, Engineering, and Technologies/Information Systems Technology Divisions; and Health and Human Services Division Academic Degree Program Review Form
- Business, Engineering, and Technologies/Information Systems Technology Divisions; and Health and Human Services Division Certificate Program Review Form

The Academic Degree Program form for the Business, Engineering, and Technologies/Information Systems Technology; and Health and Human Services Division is available to view (do not use, for information only) in Appendix A. The Academic Certificate Program form for the Business, Engineering, and Technologies/Information Systems

Technology; and Health and Human Services Division is available to view (do not use, for information only) in Appendix B.

Descriptions and Definitions

The following descriptions and definitions are specific to the Program Review Report for Business, Engineering, and Technologies/Information Systems Technology; and Health and Human Services Divisions. All institutional data in the report originates from the operational data store, which holds Colleague data current through the previous day.

1. Program Profile Data

Academic Year: A year starting in Autumn Semester and ending on the last day of Summer Semester.

Cohort Enrollment: Actual students enrolled in a program cohort at the end of the term.

Enrollment: Any student with active enrollment for undergraduate credit in the specified courses and academic years.

Faculty: Any faculty assigned to any of the specified courses for the academic years in the report. Faculty type is determined by faculty's current, on the day of the report download, primary position.

Instructional Type and Instructional Methodology: Sum of active student counts from active course sections and course section meetings respectively.

Number of Departmental Support Staff: Number of staff. Staff are counted as staff employees based on the department in which the selected program is located. Staff are counted for an academic year if their employment dates overlap with the academic year dates.

PLA Credit Earned: Sum of Prior Learning (PR) credits from STUDENT_ACAD_CRED categorized into three parts: 0, 1-12, and ≥ 13 . The number of students who fall into each grouping is counted.

Veterans: Number of students enrolled in Program courses who have a military status on file with the college.

2. Student Success Measures

Program Target Column: For each of the student success measures below, please provide program targets if the box is applicable to your program. In Example, if your program does not teach DL, you cannot have targets for that category.

Course Success Rates 1.11, 1.21, 1.23: The number of successful grades divided by the number of students who received a grade or withdrew. The calculation is: (Success grades [A, B, C, S]) / (All grades [A, B, C, D, E, EN, BES, U, W]).

Repeat Course Success 1.3, 1.31: Percent includes students who are enrolled in a course for the second or more time, and is further separated by students who repeated once or more than once.

Student Persistence 1.4, 1.5: Refers to persistence in the Program. Rate calculated as the number of students retained in Program courses in both semesters. For example, of the students enrolled in at least one Program course in Autumn 2012, the percentage of students still enrolled in a Program course the following Spring 2013 is provided.

Number of Degrees Awarded 2.1 and Years 2.2, 2.3, 2.4: Number of academic degrees awarded for specified Programs for each academic year in the Report, followed by a breakdown of how long it took those students to earn the degrees. The time to degree is using the ACAD_NO_YEARS filed in ODS_ACAD_CREDENTIALS, which calculates time to degree from academic Program start date, which is when a student declared the major.

Certificates Awarded 2.6: All certificates awarded by the Department of the Program. Certificates awarded by other areas in the Department may not relate to the Program and as such, irrelevant certificate rows can be deleted from the Program Review Report.

College Credit Plus 3.1, 3.2, 3.3: Students who have a College Credit Plus (CCP) cohort assigned that overlaps with an academic year and enrollment in any of the specified courses in the Report.

Number of Students Enrolled at a 4-Year Institution 3.4: Includes 5 year prior graduates. For example, if a student was enrolled and graduated in the 2007-2008 academic year, the student is checked against the National Student Clearinghouse data in 2013 to see if they had any enrollment activity at a 4 year institution.

Instructions

Overview of Steps (Table 5)

Step	Table 5 Overview of Steps	Page
1	Obtain access to Achievement Analytics	16
2	Generate Program Review Data Report a. Form is filled with data	16
3	Respond to data and additional questions	17
4	Submit completed Form	17

Detailed Instructions

1. Achievement Analytics

a. Obtain access to Achievement Analytics by enrolling and completing Columbus State Community College course *OIE-101 Achievement Analytics-Basics* from the Office of Institutional Effectiveness.

b. Questions or requests can be submitted through the online Information Request Form at <http://web.csc.edu/inforequest/> or through the left menu *Make a Request* on the Achievement Analytics website available on the Office of Institutional Effectiveness homepage <http://www.csc.edu/about/oie/>. Support is also available by contacting Alicia Croft acroft3@csc.edu (614) 287- 2471 or Paul Rusinko prusinko@csc.edu (614) 287-3805.

2. Generate Program Review Data Report

- a. Open Columbus State Community College Webpage.
- b. In Search Bar, type *Institutional Effectiveness* or type in *oie.csc.edu*.
- c. Go to *Achievement Analytics* homepage.
- d. Select *Program Review* from left.
- e. For degree BET/IST or HHS Programs, select *Click here to generate C & T Report*.

For certificate BET/IST or HHS Programs, select *Click here to generate Certificate Report*.
- f. Select which Program or Programs for review by selection of desired Program Alpha identification. For example, to review the Nursing Program, 3 Program

Alphas are selected: NURS.AAS, NURS.OOS, and NURS.WEB.AAS. Program Alphas are available on the Division Calendars in this handbook.

- g. Once the course drop down populates, carefully select all courses specific to the Program Plan of Study for the 3 years included in the review.
- h. Select most recent year of the reporting period to be included. Three years will be included in the Report.
- i. Click *Apply* to run the Report with the selections.
- j. Once the report is generated, click on *Actions* → *Export* → *Word* to create a Word file for individual faculty use for analysis. Open and save the report to desktop, shared drive, or other location as desired for use.

3. Respond

- a. Review and analyze data, develop goals, and respond to questions.
- b. If printing from Word, it is best to select Letter as paper size.
- c. Sign Form. Request review, input as needed, and signatures from Program Department Chairperson. (Recommend electronic signatures via DocuSign or Adobe)

4. Submission

Once complete, submit the Review Form:

1. Open the **Columbus State Community College Webpage**.
2. Select **Employees**.
3. Select **Faculty**.
4. Select **Assessment For Student Learning**.
5. Select **BET/IST / HHS Program Review**.
6. Select appropriate division under **Submit & Review Reports**.
7. Log in as directed with user name and password.
8. Click **Upload**.
9. **Choose File** and upload the completed Program Review.
10. Click **OK**.
11. Select **Academic Program** from dropdown box.
12. Click **Check in**. The Program Review is now submitted.

To delete a submission:

1. Highlight item to be deleted.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click delete.

CHECKLIST FOR ACADEMIC PROGRAM REVIEW

BET/IST and HHS Assessment Committees (courtesy HHS Assessment Committee)

Degree and/or certificate: _____

Date Reviewed: _____

By Whom: _____

Academic Program Review Report		Yes	No		Notes
Program Report	Report Includes: Program name and alpha, Department, Division, date of review, and the 3 academic years reviewed are identified.				
	Workforce Development Analysis	Yes	No		Notes
Alignment with Profession/ Industry	Description of how program outcome(s) are aligned with profession, industry, licensure, and/or accreditation body is provided.				
	Description of industry trends that have led to curricular changes is provided.				
Roles of Advisory Committee Members and Employers	Businesses and industries working directly with the program are listed.				
	The type of relationship is identified (e.g. advisory, clinical placement, employee training, etc.).				
	The types of jobs available for program graduates are provided.				
	The approximate beginning wage for program graduates is provided.				
	Results of any available program graduate surveys are provided.				
Employment Data	Information from Program Advisory Committee regarding employment of program graduates as well as employers' determination of the graduates' preparation for the workforce is provided.				
	Employment data is provided.				
	Program Profile Data Analysis	Yes	No	N/A	Notes
Enrollment Trends and Instruction	Is there evidence of analysis of program enrollment trends and effective class dynamics for instructional type and methodology?				
Diversity	The report addresses the degree to which diversity as defined by the college is served in the program.				
	Student Success Measures Analysis	Yes	No	N/A	Notes
Instructional Support	Are there instructional support opportunities identified? For students enrolled in the instructional support opportunities identified, were trends identified?				
Changes in Bachelor's degree programs	Changes in bachelor's programs that aligns with program curricular changes were provided, and how the information was obtained was explained.				
Student Success Measures	Student Progression, Goal Attainment, Civic Engagement, and Pass Rate on External Exams (if applicable) were discussed for identifying activities or program changes that may improve student success.				
	Program strengths, challenges, and growth potential for the next three years were discussed.				
Analysis of Measures	After analysis, program goals for the next three years were identified, along with the resources required to achieve the specified goals.				
	Division Assessment Committee Comments	Notes/Comments/Insights			
Interpretation of Results and Insights Gained	Best practices, trends across programs, needs, recommendations.				

Helpful Hints for Submission and Review

1. Do not use "New".
2. Do not use "Drag files here to upload."
3. Be patient as larger documents may take a few minutes to load.
4. Help is available. For Program Review content, submission, or review contact your Division committee representative. For submission or review contact Trish Malloy, SharePoint System Administrator, pmalloy@csc.edu or 614-287-3856.
5. Archived Reviews are available by clicking Archive on the submission area of Program Review.

Resources

Higher Learning Commission. (2017). Systems portfolio. *Accreditation*.

Retrieved from <http://www.hlcommission.org/Pathways/aqip-portfolio.html>

Ohio Department of Higher Education. (2016). *Guidelines & procedures for academic program review*. Retrieved from https://highered.ohio.gov/static/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf

Appendix A

For Information Only.

DO NOT USE THIS COPY OF FORM.

OBTAIN FORM WITH DATA FROM ACHIEVEMENT ANALYTICS.

Columbus State Community College

Academic Degree Program Review Form

Business, Engineering, and Technologies / Information Systems Technology; and Health and Human Services Division

Academic Program Review	
Program name(s) Program alpha(s) *all data provided is related to the program's technical courses unless otherwise indicated	
Department	
Division	
Date of review	
3 academic years reviewed	

Program Profile Data

Year 20XX

Year 20XX

Year 20XX

Faculty			
% of technical course hours taught by full-time faculty			
% of technical course hours taught by ACF's			
% of technical course hours taught by adjuncts			
Number of support staff			
Full-time faculty reassigned-time Hours			
Full-time faculty over-load hours			
Faculty Diversity: Race			

American Indian			
Asian			
Black or African American			
Hispanic			
Two or more races			
White			
Gender:			
Female			
Male			
Enrollment:			
Autumn			
Spring			
Summer			
Cohort Enrollment (actual students enrolled in a program cohort, if applicable)			
Autumn			
Spring			

Summer			
Instructional type: (number of students enrolled per type) Lecture Lab Seminar Clinical Practicum/internships			
Instructional Methodology (number of students enrolled in each methodology) Traditional Blended Web/DL			

Student Diversity			
Race:			
American Indian			
Asian			
Black or African American			
Hispanic			
Two or more races			
Unknown			
White			
Gender			
Female			
Male			
Age Range:			
17 yrs. or younger			
18-19 years			
20-24 years			
25-29 years			
30-34 years			
35-39 years			
40-44 years			
45-49 years			

50 yrs. or older			
Veterans:			
PLA Credit Earned 0 hours awarded 1-12 hours awarded 13 or more hours awarded			
Professional Accreditation Agency Status Last Accreditation Date Next Accreditation Date			
Licensing Board Approval Board Title Status Last Approval Date Next Approval Date			
State, National or Other Certification Agency Status Last Certification Date			

Next Certification Date	
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Student Success Measures

Measure	Strategic Priorities	20XX – 20XX Program Actual	20XX – 20XX Program Actual	20XX – 20XX Program Actual	Program Targets (If Applicable*)
1.0	Student Success – Progression (technical courses in the plan of study)				
1.1	% of students taking their courses in traditional format.				
1.11	% of students that successfully completed courses taught in traditional format.				
1.2	% of students taking their courses in blended format.				
1.21	% of students that successfully completed courses taught in blended format.				
1.22	% of students taking their courses in DL format.				
1.23	% of students that successfully completed courses taught in DL format.				
1.3	% of students who repeated a program course one time and were successful.				

1.31	% of students who repeated a program course more than one time and were successful.				
1.4	Student persistence from autumn to spring				
1.5	Student persistence from autumn to autumn				
1.6	Number of students that participated in formal out-of-class academic support				
1.7	Of those students that participated in formal out-of-class academic support, % of those successful in the course for which they were tutored.				
2.0	Student Success - Goal Attainment				
2.1	Number of degrees awarded				
2.2	Number of students attaining AAS in the program in 2 years				
2.3	Number of students attaining AAS in the program in 3yrs.				
2.4	Number of students attaining an AAS in the program in greater than 3 yrs.				
2.5	Number of students attaining another degree at the college that began in this program.				

2.6	Number of certificates awarded, related to the program (if applicable)				
3.0	Student Success - Civic Engagement				
3.1	Number of College Credit Plus students taking technical courses from the program's plan of study				
3.2	Number of College Credit Plus students that have declared the program as their major				
3.3	Success rate of College Credit Plus students taking technical courses from the program's plan of study				
3.4	Number of students pursuing a bachelor's degree within 5 yrs. of graduation				

Note Programs are encouraged to document targets, however, if it is not applicable, indicate with a N/A in the box, or other explanation.

In Example, if your program does not teach DL, you cannot have targets for that category.

Faculty Program Profile, Student Success Measures and Workforce Development Analysis	
Workforce Development Analysis	
1) Describe how the Program Outcomes are aligned with the profession, industry, licensure, and/or professional accreditation body.	

1) Describe industry trends that have led curricular changes in the program.		
2) Industry/Business Partnerships		
	A) Please list the businesses and industries working directly with your program. Also identify the type of relationship (ie, advisory, clinical or internship placement, training for their employees etc.).	
	B) What types of jobs are available for the graduates of your program in the Central Ohio area?	
	C) Identify an approximate beginning wage for the graduates of the program.	
3) Workforce		
	A) Please list the results of any graduate surveys done by the program.	
	B) Discuss information obtained from the Program Advisory Committee regarding employment of program graduates and the employer's determination of the graduate's preparation for the workforce.	
	C) Discuss employment data obtained from EMSI reports specific to program graduates.	

Profile Data Analysis

1) Is the enrollment in the program maintaining status quo, increasing or decreasing and what does that reveal about the program?

2) Is the average class size in alignment with effective class dynamics for instructional type, please discuss this in relation to methodology taught?

3) Address the degree to which diversity as defined by the college is served in the program. Diversity will be found in many forms, for example, criteria for textbook selection, multi-cultural perspectives on course content; pedagogical approaches that recognize and build on differences in learning styles etc.

Student Success Measures Analysis

1) Identify any instructional support opportunities for students for the technical program courses that are not part of the formal tutoring captured in Tutor Track data in Success Measure 1.7 (ie. practice labs, individual faculty tutoring, Library resources, etc.)

2) For those students participating in the instructional support opportunities identified above, what success trends have been identified?

3) Describe any changes in the bachelor's degree programs with which this program aligns that have led to curricular changes. Explain how the program faculty/administrators/staff obtained the information about changes to the bachelor's degree program.

4) After analyzing Student Success Measures data - Progression (1.0) please identify any activities or program changes that may improve student's successful progression in your program.

5) After analyzing Student Success Measures data - Goal Attainment (2.0), please identify any activities or program changes that may improve student successful goal attainment.

6) After analyzing Student Success Measures data - Civic Engagement (3.0) please identify any activities or program changes that may improve these measures.

7) List the program's graduates pass rate percentage on standardized licensure or certificate exams for the last 3 years (if applicable).

8) Describe Program Strengths.

9) Describe Program Challenges

Discuss program growth for the next three years

Potential

Constraints

Capacity

10) Based on the above analysis, identify program **goals to be worked on over the next 3 years:**

--

11) To accomplish the identified goals over the next three years, what **resources will be needed? Please be specific regarding these needs and how these resources align with the identified goals.**

Lab space, equipment, and fee allocation

--

Capital equipment

--

Ongoing maintenance

--

Computer software and hardware

--

Classroom space

--

Testing space
Faculty Development
Office space
Faculty positions (a change in adjunct numbers, addition of ATF positions, addition of tenure track faculty)
Summary Comments:
Signatures:

Program Faculty Review Team (add lines as needed)

_____	_____
Name	Date
_____	_____
Name	Date
_____	_____
Name	Date
_____	_____
Name	Date

Program Chairperson

_____	_____
Name	Date

Appendix B

For Information Only.

DO NOT USE THIS COPY OF FORM.

OBTAIN FORM WITH DATA FROM ACHIEVEMENT ANALYTICS.

Columbus State Community College

Certificate Program Review Form

Business, Engineering, and Technologies / Information Systems Technology; and Health and Human Services Division

Certificate Program Review	
Program name(s) Program alpha(s) *all data provided is related to the program's technical courses unless otherwise indicated	
Department	
Division	
Date of review	
3 academic years reviewed	

Program Profile Data

Year 20XX

Year 20XX

Year 20XX

Faculty			
% of technical course hours taught by full-time faculty			
% of technical course hours taught by ACF's			
% of technical course hours taught by adjuncts			
Number of support staff			
Full-time faculty reassigned-time Hours			
Full-time faculty over-load hours			
Faculty Diversity: Race			

American Indian			
Asian			
Black or African American			
Hispanic			
Two or more races			
White			
Gender:			
Female			
Male			
Enrollment:			
Autumn			
Spring			
Summer			
Cohort Enrollment (actual students enrolled in a program cohort, if applicable)			
Autumn			
Spring			

Summer			
Instructional type: (number of students enrolled per type) Lecture Lab Seminar Clinical Practicum/internships			
Instructional Methodology (number of students enrolled in each methodology) Traditional Blended Web/DL			

Student Diversity			
Race:			
American Indian			
Asian			
Black or African American			
Hispanic			
Two or more races			
Unknown			
White			
Gender			
Female			
Male			
Age Range:			
17 yrs. or younger			
18-19 years			
20-24 years			
25-29 years			
30-34 years			
35-39 years			
40-44 years			
45-49 years			

50 yrs. or older			
Veterans:			
PLA Credit Earned 0 hours awarded 1-12 hours awarded 13 or more hours awarded			
Professional Accreditation Agency Status Last Accreditation Date Next Accreditation Date			
Licensing Board Approval Board Title Status Last Approval Date Next Approval Date			
State, National or Other Certification Agency Status Last Certification Date			

Next Certification Date	
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Student Success Measures

Measure	Strategic Priorities	20XX – 20XX Program Actual	20XX – 20XX Program Actual	20XX – 20XX Program Actual	Program Targets (If Applicable*)
1.0	Student Success – Progression (technical courses in the plan of study)				
1.1	% of students taking their courses in traditional format.				
1.11	% of students that successfully completed courses taught in traditional format.				
1.2	% of students taking their courses in blended format.				
1.21	% of students that successfully completed courses taught in blended format.				
1.22	% of students taking their courses in DL format.				
1.23	% of students that successfully completed courses taught in DL format.				
1.3	% of students who repeated a program course one time and were successful.				

1.31	% of students who repeated a program course more than one time and were successful.				
1.4	Student persistence from autumn to spring				
1.5	Student persistence from autumn to autumn				
1.6	Number of students that participated in formal out-of-class academic support				
1.7	Of those students that participated in formal out-of-class academic support, % of those successful in the course for which they were tutored.				
2.0	Student Success - Goal Attainment				
2.1	Number of certificates awarded.				
3.0	Student Success - Civic Engagement				
3.1	Number of College Credit Plus students taking technical courses from the program's plan of study				
3.2	Number of College Credit Plus students that have declared the program as their major				

3.3	Success rate of College Credit Plus students taking technical courses from the program's plan of study				
3.4	Number of students pursuing a bachelor's degree within 5 yrs. of graduation				

Note Programs are encouraged to document targets, however, if it is not applicable, indicate with a N/A in the box, or other explanation.

In Example, if your program does not teach DL, you cannot have targets for that category.

Faculty Program Profile, Student Success Measures and Workforce Development Analysis		
Workforce Development Analysis		
2) Describe how the Program Outcomes are aligned with the profession, industry, licensure, and/or professional accreditation body.		
4) Describe industry trends that have led curricular changes in the program.		
5) Industry/Business Partnerships	D) Please list the businesses and industries working directly with your program.	

	Also identify the type of relationship (ie, advisory, clinical or internship placement, training for their employees etc.).	
	E) What types of jobs are available for the students earning a certificate in your program in the Central Ohio area?	
	F) Identify an approximate beginning wage for the students earning a certificate in the program.	
6) Workforce	<p>D) Please list the results of any surveys done by the program of students earning a certificate.</p> <p>E) Discuss information obtained from the Program Advisory Committee regarding employment of program certificate holders and the employer's determination of preparation for the workforce.</p> <p>F) Discuss employment data obtained from EMSI reports specific to program certificate holders.</p>	
Profile Data Analysis		
4) Is the enrollment in the program maintaining status quo, increasing or decreasing and what does that reveal about the program?		

5) Is the average class size in alignment with effective class dynamics for instructional type, please discuss this in relation to methodology taught?

6) Address the degree to which diversity as defined by the college is served in the program. Diversity will be found in many forms, for example, criteria for textbook selection, multi-cultural perspectives on course content; pedagogical approaches that recognize and build on differences in learning styles etc.

Student Success Measures Analysis

12) Identify any instructional support opportunities for students for the technical program courses that are not part of the formal tutoring captured in Tutor Track data in Success Measure 1.7 (ie. practice labs, individual faculty tutoring, Library resources, etc.)

13) For those students participating in the instructional support opportunities identified above, what success trends have been identified?

14) Describe any changes in the bachelor's degree programs with which this program aligns that have led to curricular changes. Explain how the program faculty/administrators/staff obtained the information about changes to the bachelor's degree program.

15) After analyzing Student Success Measures data - Progression (1.0) please identify any activities or program changes that may improve student's successful progression in your program.

16) After analyzing Student Success Measures data - Goal Attainment (2.0), please identify any activities or program changes that may improve student successful goal attainment.

17) After analyzing Student Success Measures data - Civic Engagement (3.0) please identify any activities or program changes that may improve these measures.

18) List the program's graduates pass rate percentage on standardized licensure or certificate exams for the last 3 years (if applicable).

19) Describe Program Strengths.

20) Describe Program Challenges

Discuss program growth for the next three years	Potential
	Constraints
	Capacity

21) Based on the above analysis, identify program **goals** to be worked on over the next 3 years:

22) To accomplish the identified goals over the next three years, what **resources** will be needed? Please be specific regarding these needs and how these resources align with the identified goals.

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Ongoing maintenance

Computer software and hardware

Classroom space

Testing space

Faculty Development

Office space

Faculty positions (a change in adjunct numbers, addition of ATF positions, addition of tenure track faculty)

Summary Comments:

Signatures:

Program Faculty Review Team (add lines as needed)

Name

Date

Name

Date

Name Date

Name Date

Program Chairperson

Name Date