**Program Review Handbook**

**Arts and Sciences Division**

**Associate of Arts**

**Associate of Sciences**

**2015-2017**

**Columbus State Community College**

*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.cscc.edu/asssessment**

3/5/18ALM

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**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**

Columbus State Community College is accredited by the Higher Learning Commission (2017), a body authorized by the U.S. Department of Education. This accreditation body has three different types of accreditation pathways: Standard Pathway, Open Pathway, and Academic Quality Improvement Process Pathway (AQIP). Columbus State Community College participates in the AQIP Pathway. Regardless of pathway used, all colleges must adhere to the five Criteria for Accreditation. 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.

Two of the Criteria for Accreditation are specific to the academic areas of the College:

Criterion Three: Teaching and Learning: Quality Resources, and Support

Criterion Four: Teaching and Learning: Evaluation and Improvement.

The first item under the first Core Component under Criterion Four is specific to Program Review:

4. A. the Institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

As an AQIP Pathway College, Columbus State Community College demonstrates adherence to the Five Criteria within a framework of an ongoing eight year cycle of continuous quality improvement activities. In years three and seven of the cycle, the College produces a Systems Portfolio in which six continuous quality improvement categories are addressed. Within these categories, each of the five Criteria are also addressed to demonstrate compliance. During the eight year cycle, the College also demonstrates continuous quality improvement by the submission of yearly action projects and a College team attendance at two HLC Strategy Forums. In the eighth year, a team of reviewers visits the College campus for a Comprehensive Quality Review. During the review visit, the team is highly focused on validating the College meets all five of the Criteria for Accreditation.

**Ohio Department of Higher Education**

**The College must meet the academic standards identified in the Ohio Department of Higher Education (Ohio Board of Regents, 2015) *Guidelines & Procedures for Academic Program Review.***

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.

**Development**

Initially, Program Review for Academic Degree Programs was designed by an Academic Affairs Program Review Committee led by a consultant to the Office of Academic Affairs and an Assessment Faculty Fellow for the Health and Human Services and Business, Engineering, and Technologies Divisions. Staff from Institutional Effectiveness worked with the committee to automate the data fields in the Program Review Reports, and a user friendly process for downloading specific Program reports templates complete with Program data was implemented. The Program Review forms and process were shared broadly across committees and departments in Academic Affairs as well as with other stakeholder groups at the College for feedback and comments.

Two pilot reviews in the Health and Human Services Division were performed with success, and this was followed by planned implementation of eleven reviews for 2017. The development of Certificate Program Review followed with a slightly different form for programs independent of Academic Degrees.

The Arts and Sciences Division developed a definition of two programs integrating the courses students most commonly take to achieve an Associate of Arts or Associate of Sciences degree. The Associate of Arts Program Review was completed in Spring 2018, and dissatisfaction was expressed with a cumbersome process and results of little value in evaluating the defined program. Consequently, the Associate of Sciences Program Review was discontinued, and a new plan for redesigning Program Review using the Majors under the Academic Pathways was started. The goal is to implement the new process with the first cohort completing in Pathways in Spring 2020.

The Program Review Committee (see Table 1) consults 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.

Information for Academic Program Review is available on the Program Review homepage of the college webpage at https://www.cscc.edu/about/acc/program-review.shtml.

Information and assistance may also be obtained by contacting the College Assessment Fellows: April Martin at amagotea@cscc.edu or 614-287-5158, or Adam Moskowitz at amoskowi@cscc.edu or 614-287-5816.

|  |  |
| --- | --- |
| **Table 1: Academic Degree and Certificate Program Review Committee** | |
| **Leadership** | |
| Martin Maliwesky | Vice President of Academic Affairs |
| Adam Moskowitz | Assessment Fellow, Arts and Sciences Division;  Associate Professor in Social Sciences |
| April Martin | Assessment Fellow, Business & Engineering Technologies, and Health & Human Services Divisions; Professor Nursing |
| **Members** | |
| Terrence Brown | Chairperson, Veterinary Imaging and Surgical Technology  Department, Health and Human Services Division |
| Angelo Frole | Dean, Engineering and Technologies Division |
| Steve Levin | Chairperson, Business & Engineering Technologies Division Assessment Committee; Assistant Professor Engineering and Transportation Technologies |
| Greg Goodhart | Chairperson, Mathematics Department, Arts and Science Division |
| Curt Laird | Dean, Health and Human Services Division |
| Bruce Massis | Director of Libraries; Accreditation Liaison Officer |
| Allysen Todd | Dean, Arts and Sciences Division |
| David Tom | Faculty Fellow for Accreditation;  Associate Professor in Psychology: Arts & Sciences Division |
| **Ex-Officio Member** | |
| Anastasia Milakovic | Analyst, Institutional Effectiveness |

**Program Review Cycle**

**Participation - All Academic Degree and Certificate 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. Summaries of completed reviews are presented in Assessment Committees at the Department, Division, and College level. An overview of the summaries of reviews is presented to the Board of Trustees of the College.

**Schedule**

Arts and Sciences 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 Arts and Sciences Program Review Form.

An overview of the general timeframe for Academic Program Review for the College is in Table 2.

|  |  |  |
| --- | --- | --- |
| **Table 2: Timeframe for Program Review** | | |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2013 through Summer 2014  Autumn 2014 through Summer 2015  Autumn 2015 through Summer 2016 | Spring & Summer Semesters 2017 | December 15, 2017 |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2014 through Summer 2015  Autumn 2015 through Summer 2016  Autumn 2016 through Summer 2017 | Autumn 2017 & Spring Semester 2018 | May 15, 2018 |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2015 through Summer 2016  Autumn 2016 through Summer 2017  Autumn 2017 through Summer 2018 | Autumn Semester 2018 | January 15, 2019 |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2016 through Summer 2017  Autumn 2017 through Summer 2018  Autumn 2018 through Summer 2019 | Autumn Semester 2019 | January 15, 2020 |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2017 through Summer 2018  Autumn 2018 through Summer 2019  Autumn 2019 through Summer 2020 | Autumn Semester 2020 | January 15, 2021 |
| Analyze Program Data From: | Review Program | Submit Program Review |
| Autumn 2018 through Summer 2019  Autumn 2019 through Summer 2020  Autumn 2020 through Summer 2021 | Autumn Semester 2021 | January 15, 2022 |

**Process and Due Dates**

The process and timeline for Program Reviews and review of Reports is presented in Table 3 and Table 4. The Reviews due in 2018 (Table 3) have different due dates to accommodate the start-up logistics with the new processes.

|  |  |  |
| --- | --- | --- |
| **Table 3: Program Review Process and Dates For Programs due in 2018** | | |
| **Activity** | | **Due Date** |
| **1** | Designated **Program Faculty** **and** **Staff**   1. Review program during Autumn Semester 2017. 2. Complete Program Review Report Form. 3. Submit completed Review to Division Assessment Committee during Spring Semester. | May 15, 2018 |
| **2** | **Division Assessment Committee**   1. Reviews Reports. 2. 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. 3. Completes a summary of the Program Review Reports reviewed, identifying any issues, best practices, and trends. 4. Submits summary to Meeting Minutes in Program Review site. | September 15, 2018 |
| **3** | **Division Dean**   1. Reviews and signs Division Reports. 2. Meets with faculty and staff completing the Program Review to discuss data trends, goals, and needed resources. | October 15, 2018 |
| **4** | **College Assessment Committee**   1. Reviews summaries from Division Assessment Committees to identify best practices, issues, and trends. 2. Communicates this information to Academic Council. 3. Submits summary of committee review to Meeting Minutes in Program Review site. | November 15, 2018 |
| **5** | **Academic Council**   1. Reviews summaries from College Assessment Committee identifying best practices, issues, and any college level trends. 2. Interacts with the Vice President of Academic Affairs as needed. | February 15, 2019 |
| **6** | **Vice President of Academic Affairs**   1. Reviews summaries from Academic Council. 2. Interacts with the President as needed. | March 15, 2019 |

|  |  |  |
| --- | --- | --- |
| **Table 4: Program Review Process and Dates For Programs due in**  **2017, 2019, and Thereafter** | | |
| **Activity** | | **Due Date** |
| **1** | Designated **Program Faculty** **and** **Staff**   1. Review program during Autumn Semester. 2. Complete Program Review Report Form. 3. Submit completed Review to Division Assessment Committee during Spring Semester. | 2017 due  December 15, 2017 |
| 2019 due  January 15, 2019 |
| 2020 & thereafter  January 15 |
| **2** | **Division Assessment Committee**   1. Reviews Reports. 2. 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. 3. Completes a summary of the Program Review Reports reviewed, identifying any issues, best practices, and trends. 4. Submits summary to Meeting Minutes in Program Review site. | February 15 |
| **3** | **Division Dean**   1. Reviews and signs Division Reports. 2. Meets with faculty and staff completing the Program Review to discuss data trends, goals, and needed resources. | March 15 |
| **4** | **College Assessment Committee**   1. Reviews summaries from Division Assessment Committees to identify best practices, issues, and trends. 2. Communicates this information to Academic Council. 3. Submits summary of committee review to Meeting Minutes in Program Review site. | April 15 |
| **5** | **Academic Council**   1. Reviews summaries from College Assessment Committee identifying best practices, issues, and any college level trends. 2. Interacts with the Vice President of Academic Affairs as needed. | May 15 |
| **6** | **Vice President of Academic Affairs**   1. Reviews summaries from Academic Council. 2. Interacts with the President as needed. | June 15 |

**Calendars**

There are three calendars for Academic Degree and Certificate Program Review:

* Arts and Sciences Division Academic Degree Program Review Calendar
* Business, Engineering, and Technologies Division 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 of one to three years; promote regular review 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 Arts and Sciences Division is in Table 5.

|  |  |  |
| --- | --- | --- |
| **Table 5: Arts and Sciences Division Program Review Calendar** | | |
| Program | Description | Due Date |
| AA Degree | Courses Frequently Enrolled for Associate of Arts Degree | April 2018 |
| AS Degree | Courses Frequently Enrolled for Associate of Science Degree | Discontinued. To be Revised to Pathways |

**Forms**

Each Academic Degree Program and/or Certificate 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 three forms for documenting Academic Degree Program Reviews:

* Arts and Sciences Division Academic Degree Program Review Form
* Business, Engineering, and Technologies Division; and Health and Human Services Division Academic Degree Program Review Form
* Business, Engineering, and Technologies Division; and Health and Human Services Division Certificate Program Review Form

The Program Review form for the Arts and Sciences Division is available to view (do not use, for information only) in Appendix A. The Arts and Sciences Pathways Program Review Form 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 the Arts and Sciences Division. All institutional data in the report originates from the operational data store, which holds Colleague data current though the previous day. Tutoring data originates from TutorTrack, and transfer data originates from the national Student Clearinghouse.

**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. For Most programs, cohort enrollment is determined by when a student declared the major. For selective admissions programs that supplied Institutional Effectiveness with a *trigger course* (a course that aligns with a student’s first term in the major), a student is considered a new cohort student for the term when they are enrolled in that trigger course. These programs and courses are listed in Table 7.

**Enrollment:** Any student with active enrollment for undergraduate credit in the specified courses and academic years with the following statuses: Add, New, PA Pre-Req Authorization, PC Pre-Req Conditional, PO Pre-Req Override, and ODS table used – ODS\_STUDENT\_ENROLLMENT.

**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. Instructional Type includes clinical, lab, lecture, or seminar. Instructional methodology includes traditional, web, and blended.

**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**

**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.

**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, S, U, W]).

**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.

**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.

**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.

**TutorTrac 1.6, 1.7:** Number of students who participated in tutoring for any Program specified courses during the semester they were enrolled in that course monitored by TutorTrac. Only tutoring monitored by TutorTrac is included in this data point. Any other known tutoring for students in the Program may be provided by the Reviewer under Student Success measure Analysis 1. Course success rate for students who participated in tutoring for specified course tracked by TutorTrac.

**Instructions**

**Overview of Steps: Video Link:** [**https://youtu.be/BEDxGdCGYKU**](https://youtu.be/BEDxGdCGYKU)

**Overview of Steps (Table 8)**

|  |  |  |
| --- | --- | --- |
| Step | **Table 8 Overview of Steps** | Page |
| 1 | Obtain access to Achievement Analytics | 30 |
| 2 | Generate Program Review Data Report   1. Form is filled with data | 31 |
| 3 | Generate Program Review Financial Forms   1. Financial Overview 2. Program Review Dashboard | 31 |
| 4 | Save the 3 Forms | 32 |
| 5 | Respond to data and additional questions | 32 |
| 6 | Submit completed Form | 32 |

**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.cscc.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.cscc.edu/about/oie>/. Support is also available by contacting Alicia Croft [acroft3@cscc.edu](mailto:acroft3@cscc.edu) (614) 287- 2471 or Paul Rusinko [prusinko@cscc.edu](mailto:prusinko@cscc.edu) (614) 287-3805.

**2. Generate Program Review Data Report**

1. From a Columbus State Community College (CSCC) network, open and use Internet Explorer. Do not use Chrome or Mozilla Firefox. Achievement Analytics is not available outside of the CSCC network.
2. Open Columbus State Community College Webpage.
3. In Search Bar, type *Institutional Effectiveness* or type in *oie.cscc.edu*.
4. Go to *Achievement Analytics* homepage.
5. Select *Program Review* from left.
6. Select *Click here to generate Report.*
7. 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.
8. 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.
9. Select most recent year of the reporting period to be included. Three years will be included in the Report.
10. Click *Apply* to run the Report with the selections.
11. 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. Generate Program Review Financial Overview and Program Review Dashboard**

1. From Program Review homepage, click *Financial Overview.*
2. Scroll down to select Program.

.

1. Save Financial Overview file to desktop, shared drive, or other location as desired for insertion into Program Review Form under Fiscal Information.
2. From Program Review homepage, click *Program Review Dashboard.*
3. Scroll down to select Program.
4. Save Program Review Dashboard file to desktop, shared drive, or other location as desired for insertion into Program Review Form under Fiscal Information.

**4. Save 3 documents: 1. Program Review**

**2. Financial Overview**

**3. Program Review Dashboard**

**5. 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.

b. Sign Form and obtain other needed signatures.

**6. Submission**

Once complete, submit the Review Form:

1. Open the **Columbus State Community College Webpage**: https://www.cscc.edu/
2. Select **Faculty & Staff**.
3. Select **Faculty & Staff page**.
4. Select **Accreditation**.
5. Select **Program Review**.
6. Select appropriate division under **Submit & Review Reports.**
7. Log in as directed with user name and password.
8. Select appropriate division.
9. Click **Upload**.
10. **Choose File** and upload the completed Program Review.
11. Click **OK.**
12. Select **Academic Program** from dropdown box.
13. 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.

**7. Division Assessment Committee Review**

To review a submission:

1. Highlight item to be reviewed.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click Properties.
5. Select Committee Name from dropdown box.
6. Click Save.
7. Use Checklist for Academic Program Review, BET HHS, as desired:

**8. Dean Review**

To review a submission:

1. Highlight item to be reviewed.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click Properties.
5. Select Dean from dropdown box.
6. Click Save.

**9. College Assessment Committee Review**

To review a submission:

1. Highlight item to be reviewed.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click Properties.
5. Select College Assessment Committee from dropdown box.
6. Click Save.

**10. Academic Council Review**

To review a submission:

1. Highlight item to be reviewed.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click Properties.
5. Select Academic Council from dropdown box.
6. Click Save.

**11. Vice President of Academic Affairs Review**

To review a submission:

1. Highlight item to be reviewed.
2. Click ellipsis.
3. Click second ellipsis in box titled with document.
4. Click properties.
5. Select VP Academic Affairs from dropdown box.
6. Click Save.

**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 April Magoteaux, Faculty Fellow, amagotea@cscc.edu or 614-287-5158. For submission or review contact Trish Malloy, System Administrator, pmalloy@cscc.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 Board of Regents. (2015). *Guidelines & procedures for academic program review.* Retrieved

from https://www.ohiohighered.org/programshare

**Appendix A: AA or AS Program Review Form**

**Academic Program Review**

**Associate of Arts Degree**

**Date of Program Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The 3 Academic Years Reviewed: \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**

**Faculty Reviewers: \_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Common Plan of Study (CPS)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Semester** | | | **Second Semester** | | |
| **COURSE** | **TITLE** | **CREDITS** | **COURSE** | **TITLE** | **CREDITS** |
| ENGL-1100 | Eng. Comp. I | 3 | ENGL – 2367 | English Comp. II | 3 |
| Math - 1116 or Math 1148 | Math for Liberal Arts or College Algebra | 3-4 | STAT – 1350 or  STAT – 1450 | Elementary Statistics or The Practice of Statistics | 3 or 4 |
| PSY - 1100 | Intro to Psych | 3 | SOC – 1101 | Intro. To Sociology | 3 |
| HIST - 1151 | Am. Hist. to 1877 | 3 | SPAN – 1101 | Beginning Spanish I | 4 |
| COLS - 1100 | First Yr. Experience Seminar | 1 | ASC – 1190 | Critical Thinking in the Arts & Sciences | 1 |
| **Total Credits** |  | **13-14** | **Total Credits** |  | **14-15** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Third Semester** | | | **Fourth Semester** | | |
| **COURSE** | **TITLE** | **CREDITS** | **COURSE** | **TITLE** | **CREDITS** |
| Hist – 1152 | Am. Hist. Since 1877 | 3 | HUM – 1270 | Comparative Religions | 3 |
| POLS – 1100 | Intro. to American Gov. | 3 | GEOL 1101 or  ASTR – 1161 | Intro to Earth Science or  The Solar System | 4  or  3 |
| ECON - 2200 | Princ. Of Microeconomics | 3 | ASTR – 1400 (if needed) | Astronomy Lab (if needed to achieve 61 credits) | 1 |
| Span – 1102 | Beginning Spanish II | 4 | COMM – 1105 | Oral Communications | 3 |
| BIO – 1111 | Intro. to Biology I | 4 | PHIL – 1101 | Intro. to Philosophy | 3 |
|  |  |  | Span – 1103 | Int. Spanish I | 4 |
| **Total Credits** |  | **17** | **Total Credits** |  | **16-17** |

**Program Profile Data (the program profile data below is aggregated data based on the courses identified in the plan of study above)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrollment** | **Year 20XX** | **Year 20XX** | **Year 20XX** |
| **General Studies Courses (**COLS 1100 & ASC 1190)  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **English/Composition Courses:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **COMM courses:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Math Courses:**  Traditional  Blended  Web/D:  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Social &Behavioral Sciences:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **History:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Foreign Language:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Literature/Culture/Arts**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Natural Science:**  Traditional  Blended  Web/DL  Lecture  Lab  Students in College Credit  Plus |  |  |  |
| **Faculty** | **Year 20XX** | **Year 20XX** | **Year 20XX** |
| **General Studies**  **COLS 1100**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **ASC 1190**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **English/Composition**  **ENGL 1100**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **ENGL 2367**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **COMM 1105**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **Math**  **Math 1116**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **Math 1148**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **Math 1350**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **MATH 1450**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **Social & Behavioral Science**  **PSY 1100**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **SOC 1101**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **POLS 1101**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **ECON 2200**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **History**  **HIST 1151**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **HIST 1152**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **Foreign Language**  **SPAN 1101**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj  **SPAN 1102**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **SPAN 1103**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj. |  |  |  |
| **Literature/Culture/Arts**  **HUM 1270**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **PHIL 1101**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj |  |  |  |
| **Natural Science**  **GEOL 1101**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **ASTR 1161**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **BIO 1111**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj.  **ASTR 1400**  % student taught by FT faculty  % students taught by ACF  % students taught by adjuncts  % of credit hrs. taught by FTF  % of credit hrs. taught by ACF  % of credit hrs. taught by Adj |  |  |  |

|  |  |
| --- | --- |
| **Faculty Diversity** |  |
| **Race** |  |
| American Indian |  |
| Asian |  |
| Black or African American |  |
| Hispanic |  |
| Two or more races |  |
| Unknown |  |
| White |  |
| **Gender** |  |
| Female |  |
| Male |  |

**Student Diversity (aggregate data for courses in the plan of study)**

|  |  |
| --- | --- |
| **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 yrs. |  |
| 20-24 yrs. |  |
| 25-29 yrs. |  |
| 30-34 yrs. |  |
| 35-39 yrs. |  |
| 40-44 yrs. |  |
| 45-49 yrs. |  |
| 50 yrs. or older |  |
|  |  |
| **Veteran**  **PLA Credit Earned**  O hours awarded  1-12 hours awarded  13 or more hours awarded |  |

**Faculty Profile Data Analysis**

|  |
| --- |
| **Is the enrollment in the AA degree maintaining status quo, increasing or decreasing and what does that reveal about the program?** |
|  |
| **Is the average class size in alignment with effective class dynamics, please discuss this in relation to methodology taught?** |
|  |
| **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.** |
|  |
| **Identify current pedagogical practices in the program and assess the effect of these pedagogies in meeting the learning needs of students** |
|  |

**Student Success Measures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Measures** | **Strategic Priorities** | **20XX -20XX Program Actual** | **20XX – 20XX Program Actual** | **20XX – 20XX Program Actual** |
| **1.0** | **Student Success - Progression** |  |  |  |
| 1.1 | % of successful course completions (AA generic program of study)  1.11 General Studies  1.12 English  1.13 Intermediate Comp  1.14 Mathematics  1.15 Historical Study  1.16 S & B Studies  1.17 Lit,Cult,Arts  1.18 Natural Sciences  1.19 Foreign Languages |  |  |  |
| 1.2 | Student persistence autumn to spring (aggregate) |  |  |  |
| 1.3 | Student persistence autumn to autumn (aggregate) |  |  |  |
| 1.4 | Number of students taking 12 or more credit hrs. per semester (aut & sp) |  |  |  |
| 1.5 | Number of students taking less than 12 credit hrs. (aut. & sp.) |  |  |  |
| 1.6 | Number of students taking 12 or more credit hrs. in summer semester |  |  |  |
| 1.7  1.71 | Number of students that participated in formal out-of-class academic support services.  Of those that participated in out-of-class academic support, % of those successful in the course for which they were tutored. |  |  |  |
| 1.8  1.81  1.82 | % of students that successfully completed courses taught in traditional format.  % of students that successfully completed courses taught in DL/Web format.  % if students that successfully completed courses taught in blended format. |  |  |  |
| 1.9 | Number of College Credit Plus Students taking the AA courses as defined in the CPS |  |  |  |
| 1.10 | Number of College Credit Plus students that have declared AA as their major. |  |  |  |
| 1.11 | % of those students taking College Credit Plus courses in the AA CPS that successfully completed the course |  |  |  |
| 1.12 | Number of College Credit Plus students completing 15 credits or more toward their AA degree |  |  |  |
| **2.0** | **Student Success - Goal Attainment** |  |  |  |
| 2.1 | Number of AA degrees awarded |  |  |  |
| 2.2 | Number of students achieving the AA degree in 2 yrs. |  |  |  |
| 2.3 | Number of students achieving the AA degree in 3yrs. |  |  |  |
| 2.4 | Number of students achieving the AA degree in more than 3 yrs. |  |  |  |
| 2.5 | % of students achieving a CSCC degree in another program but started in AA |  |  |  |
| 2.6 | % of students leaving the college after completing 12-23 credit hours toward the AA degree, but before graduation. |  |  |  |
| 2.61 | % of students leaving the college after completing 24-35 credit hours toward the AA degree, but before graduation. |  |  |  |
| 2.62 | % of students leaving the college after completing 36 or more credit hours toward the AA degree, but before graduation |  |  |  |
| 2.7 | Number of AA graduates pursuing a 4 yr. degree within a year of graduation |  |  |  |

**Faculty Student Success Measures Analysis**

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| --- |
| 1. **Considering the list the Preferred Pathway partner institutions, as well as other national/regional/local institutions with which Columbus State has articulation agreements, identify ways and sources by which students learn about transfer requirements. Evaluate processes by which articulation agreements are created and later modified or updated.** |
|  |
| 1. **Identify any instructional support opportunities (ie. Library programs, individual faculty tutoring activities, etc.) for AA students that are not part of the formal tutoring captured in Tutor Track data identified in Success Measure 1.7.** |
|  |
| 1. **For those students identified in the instructional support opportunities identified above, what success trends have been identified?** |
|  |
| 1. **Identify the process and analyze the effectiveness of the process AA program faculty and staff use to identify curricular changes at transfer institutions.** |
|  |
| 1. **After analyzing the Student Success Measures - Progression (1.0) data, please identify any activities or program changes that may improve student’s successful progression in the program.** |
|  |
| 1. **After analyzing Student Success Measures - Goal Attainment (2.0) data, please identify any activities or program changes that may improve student completion of an AA degree prior to transfer.** |
|  |
| 1. **Identify any program changes that may improve the number of students completing their AA degree prior to transferring to a four year college.** |
|  |
| 1. **Describe program strengths.** |
|  |
| 1. **Identify program challenges.** |
|  |
| 1. **Based on the faculty analysis of both the program profile data and the student success measure data, identify program goals to be worked on over the next 3 years.** |
|  |
| 1. **To accomplish the identified goals above, what resources will be needed? Please be specific regarding these needs and how these resources align with the changes identified in the analysis.** |
| Lab Space, Equipment, and Fee Allocation:  Capital Equipment:  Ongoing Maintenance:  Computer Software:  Additional Classroom Space;  Testing Space:  Faculty Development:  Office Space:  Faculty Positions:  Staff Positions:  Other: |
| **Summary Comments:** |
| **Signatures:**  **Faculty Review Team:** (add signature lines as needed)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**  Name Date  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**  Name Date  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_**  Name Date  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**  Name Date  **Program Chairperson(s):** (add signature lines as needed)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_  Name Date    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**  Name Date  **Division Assessment Committee Representative:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_**  Name Date  **Division Dean:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_**  Name Date |

**Appendix B: Pathways Program Review Form**