



Comprehensive Academic Review
Planning and Development Assessment

HANDBOOK

2017-18 Academic Year

The Comprehensive Academic Review and Annual Planning and Development Assessment Processes were revised and implemented in the 2017-18 academic year. This handbook should be used as a guide to further understanding in the ways in which data collection, analysis, and reflection can inform effective program and discipline review, planning, and development.

Results of both the annual and comprehensive processes will be shared publicly and used to continually improve program and discipline level offerings at Westmoreland County Community College.

Please direct all inquiries about the process, including questions and comments to:

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I. Overview of Academic Review, Planning and Development

A. What are the goals?

The purpose of academic program and discipline review at Westmoreland is to establish and maintain a comprehensive, systematic, and ongoing process for collection, analysis, and assessment of academic program and discipline outcomes. This allows us to improve student learning, improve the quality of instruction, meet accountability mandates, and demonstrate institutional effectiveness consistent with the mission and goals of the College. The faculty and administration assess each academic discipline on an annual basis and conduct a comprehensive review for each program and each discipline at least once every five years.

Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

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

B. Who participates?

All credit academic programs and disciplines are included in the academic assessment process:

- Courses or sequence of courses designed to prepare students for employment in a specific field leading to an Associate of Applied Science Degree (AAS) or academic diploma or certificate;
- Courses or sequence of courses designed to prepare students for transfer leading to an Associate of Arts (AA) or Associate of Fine Arts Degree (AFA);
- Courses or sequence of courses designed to fulfill transfer degree requirements at partnering colleges and universities.

C. When do academic programs participate?

The Comprehensive Academic Review is completed by programs and disciplines every five years. During the intervening years, on an annual basis, disciplines will complete an abbreviated version of this process with the focus on student success and innovation.

This annual process is called the Annual Review process.

D. What is required?

Both the *Comprehensive Academic Review* and the *Annual Review* processes begin with reflection on data available in Blackboard Analytics. Programs and disciplines are encouraged to include other relevant data as part of this reflection. In both processes, program faculty write narrative components that include progress on action plans, significant student learning outcome assessment findings, external constituency and significant trends, and self-assessment of academic program vitality.

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

For additional training needs or questions about the process, programs may contact the Dean of Planning, Assessment, and Institutional Effectiveness.

II. Roles and Responsibilities

A. Academic Disciplines and Programs

Each spring semester, all faculty participate in a day-long professional development devoted to *Annual Reviews*. This day is known as Assessment Day. Faculty are provided with updated discipline-level data from the Institutional Research Office. Faculty may choose to include additional resources in their annual review. At this time, faculty will also receive a copy of the previous year's annual review, along with feedback from their academic Dean, and evaluators from the Institutional Effectiveness Committee. Using this information, faculty will provide the following:

- Data reflection and narrative context;
- New and/or updated goals and action plans linked to Westmoreland's mission, vision, and strategic plan;
- Budget recommendations;
- Discipline self-assessment vitality recommendation.

As described more fully later in this handbook, the *Comprehensive Academic Review* is completed by programs and disciplines every five years. In a given *Comprehensive Academic Review* cycle, component parts of *Annual Review* are completed along with several additional parts for review and reflection. These processes should be pursued with the focus on student and faculty success and achieving continuous quality improvement. The Comprehensive Academic Review culminates with a faculty-led presentation to the President's Council. This presentation should highlight significant findings and recommendations that arise from the Comprehensive Academic Review.

Westmoreland's Institutional Effectiveness Committee can play a critical role in the program review, planning and development process. Programs and disciplines should consider the IEC as resources to faculty. Likewise, open and frequent communication with the Academic Dean and Dean of Planning, Assessment, and Institutional Effectiveness is encouraged throughout the process.

To ensure compliance with the Middle States Commission on Higher Education, Educational Effectiveness Assessment Criteria, programs and disciplines should be aware that elements of both *Comprehensive Academic Review* and *Annual Review* will be made available on the college website at the end of each academic year.

B. Academic Deans

Each summer, Academic Deans will review each discipline's *Annual Review* along with pending budget status for next fiscal year. The Dean will provide a summative assessment to each discipline within the division. This assessment, which should be used by disciplines during the annual review process the following spring, will include the Dean's assessment vitality along with any comments, clarifying questions, suggestions and/or expectations. It may also include a referral to the IEC for assistance during the spring semester with the annual review process.

For faculty completing a Comprehensive Academic Review, the Academic Dean will provide support and assistance throughout the review process. Frequent communication and feedback from the Academic Dean to participating faculty will aid in on-time and successful submission of the Comprehensive Academic Review.

C. Institutional Effectiveness Committee (IEC)

The Institutional Effectiveness Committee is an integral part of both the Comprehensive Academic Review and Annual Review Processes. The IEC is a Westmoreland standing committee composed of faculty members from each division, non-teaching faculty, and administrators. The role of the IEC is to educate, guide, and direct institutional assessment efforts and ensure that Westmoreland is complying with the requirements of accrediting bodies, specifically Middle States Commission on Higher Education. Each year the IEC will assess all *Annual Review* and *Comprehensive Academic Review* submissions and provide constructive, formative feedback to participating programs and disciplines. Programs and disciplines may submit a written response to the feedback provided by the IEC as well as provide final edits of their submissions prior to the final deadline.

Refer to the IEC website for a current listing of committee representatives.

D. Dean of Planning, Assessment, and Institutional Effectiveness

The Dean of Planning, Assessment, and Institutional Effectiveness serves as the chair of the IEC and serves as the liaison between administration, the IEC, and programs/disciplines. The chair reports to administrative supervisors and academic heads the end results of an assessment review, disseminates evolving research and assessment trend information to academic disciplines and programs, and provides leadership to the IEC.

E. Institutional Research Office

The Institutional Research Office is responsible for providing discipline and program level data to faculty, and training faculty in using Blackboard Analytics to conduct data review. This office also facilitates reporting of the *Comprehensive Academic Review* and *Annual Review* on the college website at the end of each academic year.

III. Comprehensive Review Timeline

A. August/September

Faculty

- Attend training on *Comprehensive Academic Review* and Blackboard Analytics.
- Review and Discuss the Summative Assessments of the previous year's process with the Dean.
- Determine work teams and/or strategies and deadlines to complete the Comprehensive Academic Review.

Dean of Planning/Assessment/IE

- Provide training on Comprehensive Academic Review and Blackboard Analytics.

B. October

Faculty

- Continue review, discussions and work on completing required sections.

Faculty/Academic Dean/IEC representative

- Maintain open and frequent discussion, as needed.

C. October-December

Faculty

- Continue work and provide opportunities for program faculty review and refinement of review drafts.
- Maintain open and frequent discussion with the Academic Dean, IEC, representative and/or Dean of Planning, Assessment, and Institutional Effectiveness, as needed.
- By December 30, submit sections 1 through 4 to your Academic Dean for review.

Faculty/Academic Dean/IEC representative

- Maintain open and frequent discussion, as needed.

Academic Dean

- Collect, review, and provide feedback to faculty on sections 1 through 4.
- Upon receipt of sections 1 through 4, authorize fall payment to faculty.

D. December-February**Faculty**

- Continue work and provide opportunities for program faculty review and refinement of review drafts.
- Maintain open and frequent discussion with the Academic Dean, IEC, and/or Dean of Planning, Assessment, and Institutional Effectiveness, as needed.
- By February 30, submit your completed plan to the IEC.

Faculty/Academic Dean/IEC representative

- Maintain open and frequent discussion, as needed.

Academic Dean

- Collect, review, and provide feedback to faculty on sections 5 through 9.

E. February-May**Faculty**

- Respond to feedback from IEC. If needed, refine program goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.
- Present significant findings and recommendations from the Comprehensive Academic Review to the President's Cabinet.

IEC

- Review Comprehensive Academic Review submissions and provide feedback to respective programs (deadline: April 30).

Academic Dean and VPAA

- Support academic program and discipline refinement of program goals and action planning and implementation.
- Maintain open and frequent discussion, as needed.
- Upon completion of presentation to President's Cabinet, authorize final payment to participating faculty.

F. June/July**Academic Dean**

- Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations.

VPAA

- Review respective Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

Institutional Research Office

- Place Summative Assessment Reports on the college website.

IV. Annual Review Timeline

A. February

Faculty

- Complete Annual Review during Assessment Day (NOTE: if annual review is not submitted on assessment day, it is due no more than one week following assessment day).

B. February-May

Faculty

- Respond to feedback from IEC. If needed, refine goals and action plans; begin implementation of action plans and/or plan for implementation of action plans in the next cycle.

IEC

- Review *Annual Review* submissions and provide feedback to respective programs (deadline: April 30).

C. June/July

Academic Dean

- Complete a Summative Assessment Report, including vitality assessment and any comments, clarifying questions, suggestions and/or expectations.

VPAA

- Review respective Summative Assessment Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

V. Guidelines for Completion of the *Annual Review*

The focus of the annual process is on student and faculty success and continuous quality improvement. The following gives an outline of the sections that faculty will complete for the *Annual Review* process. Details about each section are provided below and within the referenced "Resource" section of this handbook.

The ***Annual Review*** includes the following sections of the Comprehensive Review

1.0 Discipline Data and Resource Repository

1.2 Quantitative and Qualitative Data

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

4.0 External Constituencies and Significant Trends

7.0 Discipline Planning and Development for Student Success

7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends

7.2 Discipline Vitality Reflection, Goals and Action Plans

8.0 Fiscal Resource Requests/Adjustments

9.0 Discipline Planning and Development Participation

9.1 Faculty and Staff

VI. Guidelines for Completion of the *Comprehensive Academic Review*

The following gives an outline of the sections that faculty will complete for the *Comprehensive Academic Review* process. Details about each section are provided below and within the referenced "Resource" section of this handbook.

The ***Comprehensive Academic Review*** includes the following sections.

- 1.0 Program/Discipline Data and Resource Repository**
 - 1.1 Program/Discipline Summary
 - 1.2 Quantitative and Qualitative Data
- 2.0 Student Success**
 - 2.1 Define Student Success
 - 2.2 Achieve/Promote Student Success
 - 2.3 Co-Curricular Activities
- 3.0 Assessment of Student Learning Outcomes**
 - 3.1 Reflection on table provided on assessment
 - 3.2 Significant Assessment Findings
 - 3.3 Ongoing Assessment Plans
- 4.0 External Constituencies and Significant Trends**
- 5.0 Curriculum Reflection**
 - 5.1 Reflection on Current Curriculum
 - 5.2 Degree and Certificate Offerings or Support
 - 5.3 Honors Activities
- 6.0 Faculty Success**
 - 6.1 Program Accomplishments
 - 6.2 Faculty Accomplishments
 - 6.3 Innovative Research, Teaching or Community Service
- 7.0 Program/Discipline Planning and Development for Student Success**
 - 7.1 Narrative/Reflection on Qualitative and Quantitative Data and Trends (SWOT analysis)
 - 7.2 Academic Program Vitality Reflection, Goals and Action Plans
 - 7.3 Mission and Strategic Plan Alignment
- 8.0 Fiscal Resource Requests/Adjustments**
- 9.0 Program/Discipline Planning and Development Participation**
 - 9.1 Faculty and Staff
 - 9.2 Dean and/or Administrative Designee Response

The Comprehensive Academic Review section instructions are below.

1.0 Program/Discipline Data and Resource Repository

1.1 Program/Discipline Summary –The program/discipline should provide a descriptive summary of the program/discipline.

1.2 Quantitative and Qualitative Data - All programs/disciplines review Blackboard Analytics for the most recent years of data.

There is no user entry required for this section unless the program/discipline faculty wish to include other data pertinent to program review, planning and development. Programs/disciplines should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program/discipline faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/ evaluation.*)

2.0 Student Success

2.1 Define Student Success

The program/discipline should provide a definition of how it defines student success.

2.2 Achieve/Promote Student Success

The program/discipline should describe how it achieves and promotes student success.

2.3 Co-Curricular Activities

In this section, programs/disciplines should review the categories and participation types of co-curricular activities available at Westmoreland. Programs should then respond to the questions found within the section and complete the attached spreadsheet documenting co-curricular activities of the program. Note that the spreadsheet has several tabs. The first two tabs provide definitions for co-curricular activities and participation type. An example of a completed spreadsheet and a list of Westmoreland clubs and organizations is provided for reference.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on ILO mapping- In this section the program/discipline should provide a narrative reflection on the mapping of program/discipline outcomes to Institutional Learning Outcomes. Once the chart has been completed by the program/discipline, it can be updated in each cycle to reflect changes in assessment initiatives.

- Complete the Program/Discipline Outcome to ILO Outcome Map.

3.2 Significant Assessment Findings- In this section the program/discipline should provide a narrative overview of the program's significant learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program/discipline may attach data charts, assessment reports or other relevant materials.

- Complete the Program/Discipline Outcome Assessment Reports (one report for each program/discipline outcome).

3.3 Ongoing Assessment Plans- In this section the program/discipline should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

4.0 External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program/discipline and/or student outcomes. After consideration of these other factors, faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

Program /Discipline Advisory Committee:

- Complete the form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters.

Specialized Accreditation:

- Complete the form to include Accrediting Agency title, abbreviation, Westmoreland contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence, which confirm accreditation status.

5.0 Curriculum Reflection

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

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How coherent is the curriculum?
- Is it designed to provide program outcomes integration, or is the student expected to do the integrating?
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- Does the program have specialized accreditation?
- Does the program have any community-based learning components in the curriculum?

5.2 Degree and Certificate Offerings or Support- In this section programs should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

- 5.3 Honor Activities-** In this section the program should describe, as applicable, the honor activities the program is engaged in. This would include listing courses with honors contract(s).
- 6.0 Faculty Success** – Before completing the Faculty Success sub- sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.
- 6.1 Program Accomplishments** – In this section, the program should highlight noteworthy program accomplishments.
- 6.2 Faculty Accomplishments** – In this section, the program should highlight noteworthy accomplishments of individual faculty.
- 6.3 Innovative Research, Teaching and Community Service** - - In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.
- 7.0 Program/Discipline Planning & Development for Student Success**
- 7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends** – Conduct a SWOT analysis of your program/discipline. Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program/discipline faculty should provide a narrative reflection on trends observed in the data from section 1.0. (*See Resource C and D for examples*)
- 7.2 Academic Program/Discipline Vitality Reflection, Goals and Action Plans** - The program/discipline vitality assessment, goals and action planning are documented by completing the Program/Discipline Summative Assessment form.
- Programs/disciplines should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (*See Resource E for detailed descriptions of the vitality recommendation categories.*)
- Programs/disciplines will also establish or update 3 to 5 long-term and short-term goals and associated action plans, which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs/disciplines should update status on current goals. Programs/disciplines should use S.M.A.R.T. goal setting for this purpose. (*See Resource F on S.M.A.R.T. goal setting; Resource G on Action Plans for Student Success; and Resource C- for more information.*)

7.3 Mission and Strategic Plan Alignment – In this section, programs should indicate the ways in which the program's offerings align with Westmoreland's mission (*Appendix 2*). In addition, in this section programs should provide narrative on the ways that initiatives may be tied to Westmoreland's Strategic Plan and KPI's (*Appendix 3*).

8.0 Fiscal Resource Requests/Adjustments - Based on program data review, planning and development for student success, programs will identify proposed resource needs and adjustments. (*See Resource H for more details on possible items to include.*)

9.0 Program/Discipline Planning and Development Participation

9.1 Faculty and Staff - In this section programs will provide a brief narrative of how faculty and staff participated in the program/discipline review, planning and development process.

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

Resource A: Qualitative and Quantitative Data

(For use with Annual Review and Comprehensive Academic Review, section 1.2)

The data sets available in Blackboard Analytics, and/or provided by the Institutional Research Office include:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours
- Enrollment
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded

Additional data may also be available for reporting by the Institutional Research Office as applicable. Requested for additional data must be made by emailing ir@westmoreland.edu. Please allow two weeks for processing of data requests.

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

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

- Class capacities and % fill rate
- Results of previous efforts to improve the program
- Faculty summaries or reports from conference attendance
- Transfer program articulations
- Impact on students, including underrepresented and/or at-risk students
- Duplication or uniqueness of program in region
- Community demand for the program
- Student satisfaction
- Employer satisfaction
- Projected job growth
- Declared majors/concentrators
- Credential attainment
- Accreditation trends
- Advisory Committee recommendations
- Business and Industry trends

Resource B: External Constituencies and Significant Trends

(For use with Annual Review and Comprehensive Academic Review, section 4.0)

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

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

Significant Trends: Some examples are reports on the status of the discipline from national discipline-related associations; national, state and local reports on workforce demands; changes to national and state policy on professions related to the discipline; changes in transfer universities or K-12 curriculum or emphases.

Resource C: Examples

Data Narrative

Example 1: Data Narrative

(For use with Annual Review and Comprehensive Academic Review, section 7.1)

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

Enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as "Course by Arrangement" to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes.

Our students' completion rate remained very high, climbing from 91.3% in 2011-12 to 93% in 2013-2014. Attrition rate remained low overall.

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

Example 2: Data Narrative

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

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

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

Student Success

Example 1: Student Success

(For use with Comprehensive Academic Review, section 2.0)

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

Example 2: Student Success

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

Assessment of Student Learning

Example 1: Assessment of Student Learning Outcomes

(For use with Comprehensive Academic Review section 3.2)

Reflection on table provided on assessment:

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

Significant assessment findings:

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

Example 2: Assessment of Student Learning Outcomes

Reflection on table provided on assessment:

Faculty will continue to make refine the department's current assessment rubric as well as move forward with new assessment initiatives in additional classes in the department.

Significant assessment findings:

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

Goal Setting

Example 1: Long and Short Term Goal Setting

(For use with Annual Review and Comprehensive Academic Review, section 7.2)

Long-term Goals

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

Improve critical thinking, clinical judgment, and reasoning in students during the next three years (20-14-2017) as evidenced by performance in labs and employer satisfaction.

Short-term Goals

Promote student utilization of success strategies measured by greater usage of the resource center, open labs, and faculty tutoring.

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

Curriculum Reflection

Example 1: Curriculum Reflection

(For use with Comprehensive Academic Review, section 5.0)

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

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

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

Faculty Success

Example 1: Faculty Success

(For use with Comprehensive Academic Review, section 6.0)

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

Resource D: SWOT Analysis

(For use within Annual Review and Comprehensive Academic Review, section 7.1)

What are the Strengths of your Program/Discipline?

- A core capability of your program
- Something your students, colleagues, and the College value
- Any data point that shows your program/discipline outperforms other programs/disciplines

What are the Weaknesses of your Program/Discipline?

- Any existing, potential, or missing element which creates a barrier to maintaining or achieving success
- Any data point that shows underperformance in comparison to averages of other programs/disciplines

What are the Opportunities of your Program/Discipline?

- Anything in the external environment that, if properly used, could provide an advantage to the program/discipline.

What are the Threats to your Program/Discipline?

- Anything in the external environment that threatens the vitality of your program/discipline.

Resource E: Academic Program/Discipline Vitality Descriptions

(For use within Annual Review and Comprehensive Academic Review, section 7.2)

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

Vitality Indicators

Demand	Quality	Resource Utilization
<ul style="list-style-type: none"> • Student credit hours • Student headcount • Average class size • Declared majors or concentrators • Individual course purpose (developmental; transfer; career support; career core; discipline interest) • Graduate job placement • Career job projections • No/minimal regional duplication • Impacting trends (accreditation; economic; public policy; 	<ul style="list-style-type: none"> • Student course completion • Student course success • Student course attrition • Student learning outcomes • Student retention/persistence • Formalized articulations with education and industry partners • Degree/certificate attainment • Career credential/license success • Transfer success • Graduate satisfaction • Employer satisfaction • Wage potential 	<ul style="list-style-type: none"> • Class fill rate • Cost per credit hour • Cost per FTE • Student FTE per Faculty • Revenue generated • Facility assigned/needed • Equipment/Technology needed • Staff assigned/needed • External affiliations • Institutional resource priorities • Other, as applicable

Vitality Categories

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

Vitality Category Descriptions

Category 1: Potential Enhancement: Program faculty continuously monitor discipline/profession trends and/or interact with external educational partners, and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

- A. Program exceeds Westmoreland's comparative discipline data medians/averages on most criteria or explains adequately why smaller numbers are necessary and appropriate.
- B. Program shows a clear and consistent upward trend in majors and credit hour production.
- C. Program is above Westmoreland's comparative discipline data on average for student retention, transfer and/or graduation.
- D. Cost per student is at or below national averages or other comparative numbers available for this type of program.
- E. Student FTE per faculty is at or below other comparative numbers available for this type of program.
- F. Indication of unmet demand and that the program could grow further with additional resources.
- G. Qualitative indicators suggests high program quality and student outcomes.
- H. Program is well aligned with Westmoreland's mission, strategic plan and KPI's.
- I. There is evidence to suggest that there is sufficient demand to initiate a new program.
- J. Resource requirements are reasonable and evidence suggests that appropriate support will be provided for new program.

Category 2: Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans. Some guidelines which indicate a program should be given a Category 2 vitality recommendation are:

- A. Program is on par with Westmoreland's comparative discipline data medians/averages on most criteria.
- B. Program shows a stable trend in majors and credit hour production.
- C. Program is near Westmoreland's comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is close to national averages or other comparative numbers available for this type of program.
- E. Student FTE is at or slightly above other comparative numbers available for this type of program.
- F. Indication that program is meeting need with adequate resources.
- G. Qualitative indicators suggests appropriate program quality and student outcomes.
- H. Program is aligned with Westmoreland's mission, strategic plan and KPI's.

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

- A. Program is below Westmoreland's comparative discipline data medians/averages on most criteria.
- B. Program shows a declining pattern in majors and credit hour production.
- C. Program is below Westmoreland's comparative discipline data average for student retention, transfer and/or graduation.
- D. Cost per student is well above national averages or other comparative numbers available for this type of program.
- E. Student FTE is below other comparative numbers available for this type of program.
- F. Indication that program is not meeting needs and requiring substantial resources.
- G. Qualitative indicators give insufficient data to suggest quality program and student outcomes.

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

- A. There has been a serious attempt to improve program effectiveness and efficiency but efforts have proven to be unsuccessful or have shown insufficient improvement.
- B. There has been no serious attempt to improve program effectiveness and efficiency since last annual or *Comprehensive Academic Review*.
- C. No satisfactory potential to restructure organizationally or by discipline, curriculum, program, etc. has been identified.
- D. Future efforts are not warranted due to changes in needs, expectations, duplication of curriculum, or the cost of delivery is too substantial.

Resource F: S.M.A.R.T. Goal Setting

(For use with Annual Review and Comprehensive Academic Review, section 7.2)

S.M.A.R.T. Goal setting is based on the acronym for the 5 steps of specific, measurable, achievable, result-focused, and time-bound goals. Use of this strategy can help in translating "fuzzy" goals into actionable plans for achieving real results.

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

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

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

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

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

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

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

- Training/professional development for faculty and staff
- Curriculum updates, modifications or the development of new curriculum
- Changes in methods/delivery of instruction
- Student communication
- Changes in scheduling and/or physical facilities
- Changes in physical facilities
- Planned collaborations with other college programs and services, educational partners, business and industry to achieve identified outcomes
- Changes to Advisory Committee Membership; Advisory Engagement; Recommendations; and Projections/ Expectations
- Planned Honor and Co-Curricular activities
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams

Resource G: Action Plans for Student Success

(For use with Annual Review and Comprehensive Academic Review, section 7.2)

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

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

Effective assessment and placement, orientation, academic goal setting and planning, registration before classes begin, accelerated developmental education, PDV 101, progress report and intervention, experiential learning beyond the classroom, tutoring, supplemental instruction.

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

High-impact practices include: Learning Communities, Service Learning, research with a faculty member, internships or field experience, capstone courses and projects, writing-intensive courses, first-year seminars, collaborative assignments and projects, and diversity/global learning.

Refer to the *Association of American Colleges and Universities* High-Impact Educational Practices information sheet:

https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

Resource H: Fiscal Resource Requests/Adjustments

(For use within Annual Review and Comprehensive Academic Review, section 8.0)

Programs/disciplines should include some or all of the following, as applicable, in their assessment of fiscal resources and requests for additional support:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Planning Requests
- Facilities/Remodeling Requests
- Capital Equipment
 - Capital Requests
- Other, as applicable
 - Accreditation Fee Request
 - Membership Fee Request

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

Appendix 1:

Westmoreland County Community College Institutional Learning Outcomes

Institutional Learning Outcomes

- **Quantitative Reasoning**
Students will demonstrate the ability to read, write, compute, and solve quantitative problems presented in multiple ways.
- **Communication**
Students will demonstrate clear and precise use of written, oral, and/or nonverbal language to effectively express one's own ideas, perspectives, and understandings as well as the ideas, perspectives, and understandings of others.
- **Citizenship and Social Responsibility**
Students will develop the knowledge, skills, values, and motivations to participate in both the political and non-political processes and institutions related to American citizenship and residence in the global community.
- **Critical Thinking**
Students will process information, artifacts, and realities to make reasonable decisions and formulate applicable judgments.
- **Information Literacy**
Students will responsibly identify, access, develop, implement, and evaluate relevant, credible information.
- **Technology**
Students will understand and use multiple forms of current and emerging technologies.

**Appendix 1 (continued):
Westmoreland County Community College Institutional Learning Outcomes****Knowledge of Human Cultures and the Physical and Natural World**

Focused by engagement with big questions, both contemporary and enduring.

**Quantitative Reasoning
Citizenship and Social Responsibility
Critical Thinking**

Intellectual and Practical Skills

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

**Quantitative Reasoning
Communication
Citizenship and Social Responsibility
Critical Thinking
Information Literacy
Technology**

Personal and Social Responsibility

Anchored through active involvement with diverse communities and real-work challenges.

**Citizenship and Social Responsibility
Critical Thinking
Technology**

Integrative and Applied Learning

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Embedded in program courses and co-curricular experiences

Appendix 2: Westmoreland County Community College Mission, Vision and Values Statements



NEW Mission, Vision, Values

Mission

Westmoreland County Community College improves the quality of life in the communities we serve through education, training and cultural enrichment.

Vision

Westmoreland County Community College is recognized as a premier institution of higher learning focused on student success, workforce development, economic growth and cultural experiences.

Values

1. **Teaching and Learning** We are committed to excellent instruction and lifelong learning.
2. **Innovation and Creativity** We are committed to creativity, new ideas and the advancement of art, culture and technology.
3. **Equity and Inclusion** We are committed to an educational and workplace environment where all are treated with dignity and respect.
4. **Collaboration and Teamwork** We are committed to cooperation within our college and to strong relationships with employers, school districts and other community partners.
5. **Accountability and Integrity** We are committed to high, ethical educational standards.
6. **Social Responsibility and Stewardship** We are committed to principles of service and good citizenship.

May 2017

Appendix 3: 2017-2020 Strategic Plan & Key Performance Indicators



2017-2020 Strategic Plan - Balanced Scorecard Strategy Map

Mission Statement: *Westmoreland County Community College improves the quality of life in the communities we serve through education, training, and cultural enrichment.*

Customer Perspective <i>Become more student-focused</i>			
A1 – Students Create a positive student experience A1a Student Satisfaction Survey A1b High Impact Practices A1c Co-Curricular Experience A1d Student Housing A1e Classroom Technology Standards		A2 – Stakeholders Improve stakeholder engagement A2a Advocacy A2b High School Partnerships A2c Internship Programs A2d Contract Training A2e Alumni Participation A2f Public Safety Training Center	
Internal Business Process Perspective <i>Improve our systems and processes to achieve operational excellence</i>			
B1 – Operations Mgmt. Improve and automate processes B1a Process Improvement B1b Technology Solutions B1c Founders Hall Construction B1d Institutional Effectiveness	B2 – Customer Mgmt. Manage the student life-cycle B2a Degree Audit and Student Planning B2b Self-Service and Technology B2c Advising Process and Orientation B2d Financial Aid and Student Billing B2e ATD Guided Pathways	B3 – Innovation Innovate! B3a Center of Excellence B3b Pedagogies B3c Advanced Technology Center B3d Science Innovation Center B3e Programs of Focus	B4 – Regulatory & Social Enhance safety and compliance B4a Safety and Security B4b Campus Police Model B4c Compliance
Employee Learning and Growth Perspective <i>Align our culture with our values by empowering our employees and by providing the systems they need</i>			
C1 – Human Capital Train/develop employees C1a Employee Training C1b Employee Development C1c Employee Recognition	C2 – Information Capital Modernize our technology C2a Process Management C2b Technology Solutions C2c IT Workforce C2d Disaster Recovery	C3 – Organizational Capital Improve climate C3a Internal Collaboration C3b Equity and Inclusion	
Financial Perspective <i>Place Westmoreland County Community College on a firm financial footing to deliver on the long-term promise of our mission</i>			
D1 – Revenue Increase revenue D1a Enrollment D1b Partnerships D1c Fundraising D1d Entrepreneurial Opportunities D1e Grants		D2 – Productivity Excel at good stewardship D2a Purchasing Partnerships D2b IT Partnerships D2c Asset Utilization	

Strategy Map View of Initiatives_06-2017

Key

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

2017-2020 Strategic Plan - Key Performance Indicators

Measure	Baseline	Target	Notes
FTE	3,923.92	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Headcount	5,554	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Credit Hours	51,863	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Retention (Fall to Fall)	48%	50%	National average 48.5% (NSCRC)
Retention (Fall to Spring)	73%	Flat Fall 2017	National average 68%
Conversion: Applicant to Tested	52%	64%	5-year average Fall 2012-Fall 2016
Conversion: Tested to Enrolled	66%	70%	5-year average Fall 2012-Fall 2016
Conversion: Enrolled to Paid	94%	96%	5-year average Fall 2012-Fall 2016
Conversion: Applicant to Paid	33%	50%	5-year average Fall 2012-Fall 2016
Conversion: Applicant to Enrolled	42%	55%	5-year average Fall 2012-Fall 2016
Audit Roster Drops	TBD Fall 2017		
Semester Drops	TBD Fall 2017		
Drop Prior to Semester Start	TBD Fall 2017		
Dual Enrollment FTE	368	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Dual Enrollment Headcount	809	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Dual Enrollment Credit Hours	4,450	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Dual Enrollment Conversion to UG	22%	Flat Fall 2017	Projected increase 2018-2020 (3%, 5%)
Primary Reserve Ratio	0.374	.40 or better	NACUBO Standards
Net Operating Revenue Ratio	8.24%	2%-4%	NACUBO Standards
Return on Net Asset Ratio	17.17%	3%-4%	NACUBO Standards
Viability Ratio	0.255	1	NACUBO Standards
Continuing Education Enrollment	2,732	2,850	5% increase annually
Non-Credit to Credit Conversion	13.8%	16.7%	5-year average Fall 2011-Fall 2015
Contract Training Companies Served	TBD Fall 2017		
Continuing Education Total Revenue	TBD Fall 2017		
Graduation Rate (IPEDS cohort, 150%)	12.50%	22%	Target is 50th Percentile NCCBP
Credentials Awarded (full academic year)	897	1,000	5-year average Fall 2011-Summer 2016
Completed or Transferred (3-years)	41%	Flat Fall 2017	Baseline is 58th Percentile NCCBP
% Full Time	48%	50%	Does not include dual enrollment
Average Credits Full-Time	13.69	Flat Fall 2017	Projected increase 2018-2020 (14, 15)
Average Credits Part-Time	6.25	Flat Fall 2017	Projected increase 2018-2020 (8,9)

Appendix 4: **Schedule for Comprehensive Academic Review**

Five-Year Comprehensive Academic Review Cycle (Programs)

2017-18

- Liberal Arts
- Accounting
- Advanced Manufacturing and Robotics
- Applied Industrial Technology and Industrial Electricity Technology
- Business
- CNC and Machine Technology
- Electrical Utility Technology
- Journeyman Technology
- Petroleum- Natural Gas and Oil Technology, Petroleum Technology, Petroleum Industrial Process Operation Technology, Pipeline Mechanic
- Computer Information Security

2018-19

- Baking and Pastry
- Bio nanotechnology
- Communication Design
- Culinary Arts
- Diagnostic Medical Sonography
- Dietetic Technician/Nutritional Services Management
- Education/PreK-Grade 4
- Medical Assisting
- Office Technology
- Paralegal

2019-20

- Dental Assisting
- Dental Hygiene
- Engineering Technology
- Manufacturing Technology
- Phlebotomy
- Restaurant/Culinary Management, Dining Room Management
- Welding Engineering Technology

2020-21

- Psychology, AA
- AFA- Art (includes Visual, Art Therapy and both certificates)
- Architectural Drafting and Design, and Drafting and Design Technology
- Computer Technology
- Hospitality-Hotel/Resort Management, Hospitality Management
- Fire Science Technology
- Heating, Ventilation, Air-Conditioning and Refrigeration
- Multimedia and Photography
- Nursing

2021-22

- Criminal Justice (AA and AAS), and Homeland Security
- Human Services
- Medical/Healthcare Management
- Radiology Technology
- Forensics- Science Technology and Forensic Science Investigator

Five-Year Comprehensive Academic Review Cycle (Disciplines)

To be determined. Will begin during 2018-19 academic year.