


**AIKEN TECHNICAL COLLEGE
PROCEDURE**

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| Policy Title: INSTRUCTIONAL PROGRAM REVIEW | Procedure Number: 4-1-101.1 |
| Institutional Authority: Vice President of Education and Training | |
| Associated SBTCE Policy/Procedure: 3-1-301 | |
| Associated ATC Policy: 4-1-101 | |

Approved: 
President


Vice President of Education and Training

Date Adopted: 07/01/2004

Date Revised: 02/22/2010

DISCLAIMER

PURSUANT TO SECTION 41-1-110 OF THE CODE OF LAWS OF SC, AS AMENDED, THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY.

I. Purpose

For the purpose of strengthening and improving programs, Aiken Technical College (ATC) regularly reviews and assesses academic programs on an established schedule at least every three years. Program faculty and educational administrators are actively involved in the assessment process and identify areas of program strengths, challenges, opportunities, threats, needs (personnel, equipment, facilities, and technology), and recommendations for program improvement. Improvement plans will be incorporated into the College's annual planning and budgeting process for implementation.

II. Procedures and Responsibility

1. The Program Review schedule is developed by the academic deans and approved by the Vice President of Education and Training.
2. The Dean for Teaching and Learning Excellence coordinates the Program Review process.
3. The Office of Planning and Research populates data in the Program Review template and sends it to division dean for distribution to the academic coordinator.

4. The academic coordinator is provided a timeline for all the stages of the Program Review submission to the chair, dean, Peer Review Committee, Vice President of Education and Training, and the Executive Staff. The academic coordinator (or designee) completes the Program Review. The academic coordinator and program faculty gather and analyze other pertinent data required for a thorough analysis.
5. The Program Review Template, Writing Guidelines, and Peer Assessment Rubric are available on ATC's intranet (ARC) to assist in completing the Program Review.
6. The academic coordinator submits the Program Review to the department chair and division dean. The chair and dean review the report for accuracy and content, and provide feedback and recommendations for improvements/revisions to the academic coordinator. When the Program Review is approved by the division dean, the dean forwards the Program Review to the Peer Review Committee.
7. Program Review Peer Review Committee procedures and responsibilities are outlined in section III.

III. Program Review Peer Review Committee Procedures and Responsibilities

1. All Program Reviews are submitted to the Program Review Peer Review Committee which consists of one academic coordinator and one department chair representing each of the academic divisions, as well as one representative from the Office of Planning and Research. Each representative is appointed to serve a two year term and half of the members rotate off the committee each year and are replaced by new appointees. A Program Review Peer Review Committee Chair will be nominated by the division deans and appointed by the Vice President of Education and Training. The Committee Chair schedules each of the Program Review Peer Review Committee meetings.
2. The Committee members utilize an assessment rubric to independently assess Program Review for evidence that: the review addresses the previous Program Review recommendations for improvement; student learning outcomes are identified; the extent to which student learning outcomes assessment is used to improve learning; extent to which program is meeting its mission; level at which quantitative standards are met; evidence that students are successful after graduation; degree to which decision-making is influenced by qualitative and quantitative data; level at which strengths, challenges, opportunities, and threats are identified, addressed, and written into an action plan; and evidence of effective strategic and annual planning. Upon completion of the individual assessment, the Committee members meet to determine consensus comments regarding Program Review strengths, weaknesses, and recommendations for program improvement.
3. The Program Review Peer Review Committee meets with the division academic coordinator, chair, and division dean to discuss their assessment of each Program Review and recommendations for program improvement. Academic coordinators use

the assessment to improve the Program Review before presentation to the Executive staff.

4. To assess the program review process, the Program Review Peer Review Committee Chair prepares a Program Review synopsis for each division summarizing the Program Review general strengths, overall trends and issues, repeated themes, areas for improvement, and opportunities for enhancement, and submits the report to the Vice President of Education and Training.

IV. Presentation to Executive Staff and the Commission

Academic coordinators present Program Reviews to Executive Staff which include their program mission, learning outcomes, strengths, challenges, threats, opportunities, and three-year plans and strategies.

V. Program Review Elements for Assessment

The program review process includes, at a minimum, the examination, analysis, and reporting of the following elements:

1. Executive Summary including
 - a. Evidence that the program addresses the previous Program Review recommendations for improvement
 - b. Findings
 - c. Strengths
 - d. Challenges
 - e. Opportunities
 - f. Threats
 - g. Plans, strategies, and timeline
2. Qualitative data
 - a. Mission
 - b. Program – student learning outcomes
 - c. Summary of past three years of program assessment
 - d. Regional need and demand for the program
 - e. Full- and part-time faculty development
 - f. Faculty credentials
 - g. Extent to which the advisory committee works to improve the quality of the program
 - h. Articulation agreements (if applicable) and last date of agreement renewal
 - i. Develop-a-curriculum (DACUM) results
3. Quantitative data and standards for program viability and quality
 - a. Class fill rate

- b. Enrollment trends
- c. Percent growth in jobs
- d. Prevailing salaries
- e. Faculty credentials
- f. Contact/credit hours per full-time faculty
- g. Full-time faculty in discipline
- h. Full- and part-time faculty development
- i. Percent of sections taught by full-time faculty
- j. Students graduated
- k. Student success – retention, completion and placement
- l. Course completion, withdrawal, pass, and success rates

4. College Core Indicators

5. Program Needs

- a. Personnel
- b. Equipment or furniture
- c. Facilities
- d. Technology

VI. Program Review Final Report

The final Program Review documents and the Program Review PowerPoint presentations to the Executive staff will be forwarded to the Dean for Teaching and Learning Excellence, Vice President of Education and Training, and the Office of Planning and Research. The Office of Planning and Research will archive all Program Review documents. All program Reviews will be completed in its entirety by December 1 of the academic year so that recommendations can be brought forward for planning and budgeting action through the College's annual planning process.

The Dean of Teaching and Learning submits a qualitative summary of all Program Review findings and recommendations and presents these to the Education Division deans and directors. Results of actions taken will be reported through the program, division, and College's annual planning process. Additional actions, if needed, will be addressed in subsequent annual plans. In this manner, all planning and budgeting issues for the academic programs are considered in a predictable process tying planning, program review, and budgeting into a continuous cycle of improvement in concert with the College's planning, program review, and budgeting cycle.