

Community College of Philadelphia  
Academic Affairs

Quality and Viability Indicators (QVI)  
Annual Program Review  
2014-2015

Spring 2015

### **Purpose of the Quality/Viability Indicators Report (QVI)**

The QVI has objectives that are parallel to those of the Academic Program Audits:

- To ensure curriculum relevancy
- To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved
- To evaluate course and program outcomes and assessment practices
- To assist in meeting compliance standards and requirements
- To recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination

The QVI is a less comprehensive report than the academic program audit. The QVI should be used by Faculty, Department Heads and Deans to have a discussion about individual academic programs. Reviewing data from the QVI on an annual basis should help set goals and objectives for the next year. Additionally, the information helps build the five year academic program audit. By the time the audit is being prepared, there should be no surprises.

While the information from the QVI is primarily intended to help Program Faculty, it is important for Faculty to realize that the results are shared with the Vice President and with the Board of Trustees through the Student Outcomes Committee of the Board.

### **Who Needs to Complete a QVI and When?**

Department Heads should ensure that all degree and certificate programs complete a QVI each year. There are two exceptions. First, in the year that an academic program starts, it is unlikely that there is sufficient data to do the QVI. Therefore, a new program will not need to complete the Annual Program Review (the QVI) until there is a year of data available. Second, in the year that an Academic Program Audit is due, programs completing the audit are exempt because the information in the audit overlaps the QVI information. Deans are responsible for monitoring the process in their respective divisions.

The QVI is due to the appropriate Dean on June 30<sup>th</sup>, the end of the fiscal year. After completion of the QVI but before the fall semester, QVI results should be reviewed with the Vice President. A summary is shared with the Student Outcomes Committee of the Board during the fall semester.

After explanations of each indicator and a rubric, there are two sheets on which you can indicate your self-assessed score as well any data you use to justify that score.

The final page includes a section on what was completed as a result of last year's QVI or Audit.

### **Completing Indicators**

Data for indicators 1-3 come from materials that your program has uploaded into SharePoint.

Data for indicators 4-8 are in a folder in SharePoint (SharePoint → Plans/Guidelines Tab → 2015 QVI Data Folder). Data are separated by Indicator and Division. Once you open the spreadsheet, you will be able to search for your program(s) to obtain the data.

**Step-by-Step Guide to Indicators**

The QVI provides a scan of eight (8) indicators, three (3) quality indicators and five (5) viability indicators. For each indicator rank the program using the scale on the template. You will submit the final three pages to your Dean.

**Indicator 1a – Course Level Student Learning Outcomes: Assessment and Use**

As this point, every program has student learning outcomes at the course level. In addition, indirect assessment of every course happens through the Chapter 335 process. The Middle States Commission on Higher Education (MSCHE) expects direct assessment in addition to indirect assessment. The College plan since 2011-2012 has been to have direct assessment of 20% of course level outcomes per year. Thus for 2014-2015 all programs that are at least five years old need to have completed assessment for all of their courses. To get the highest score, faculty should have gathered direct assessment data, determined whether the data meets the program’s benchmarks, and made changes based on that data.

**Please note that for programs in existence for less than five years, the percent of outcomes assessment annually should be proportional to 20% per year.**

<b>Quality Indicator - Student Learning Outcomes (Course Level)</b>	
<b>4</b>	100% of course outcomes assessed and the results used for improvement of teaching and learning. Course changes also assessed in subsequent semester.
<b>3</b>	100% of course outcomes assessed and the results used for improvement of teaching and learning. Course changes not assessed in a subsequent semester.
<b>2*</b>	100% of course outcomes assessed and the results NOT used for improvement of teaching and learning.
<b>1</b>	Less than 100% of course outcomes assessed and the results used for improvement of teaching and learning. Course changes also assessed in subsequent semester.
<b>0</b>	Less than 100% of course outcomes assessed and either: 1) the results NOT used for improvement of teaching and learning and/or 2) course changes NOT assessed in subsequent semester.

**\*A score 2 or lower will result in the program being assigned to a CAT member for supplemental assessment support.**

**Indicator 1b – Course Level Student Learning Outcomes: Quality**

Programs will get one half-point for each of the following present in ALL assessments of their courses:

- Multiple Direct Assessments for each SLO
- Indirect Assessments for each SLO
- Benchmarks are sufficiently high (minimum of 75% or students meeting standard)
- Appropriate sample size (multiple sections of course assessed for each outcome)
- All sections and modalities (online, hybrid, traditional) included in data.
- All Assessments have been uploaded in SharePoint
- Results from all assessment shared with relevant constituents
- Data from assessments directly address SLOs

**Total Score: \_\_\_\_\_\***

*\*A score 3 or lower will result in the program being assigned to a CAT member for supplemental assessment support.*

**Indicator 2a – Program Level Student Learning Outcomes: Assessment and Use**

In addition, at this point, every program has student learning outcomes at the program level. The College plan since 2011-2012 has been to have direct assessment of 20% of program level outcomes per year. Thus for 2014-2015 all programs need to have completed assessments for all of their program student learning outcomes. To get the highest score, faculty should have gathered direct assessment data, determined whether the data meets the program’s benchmarks, and made changes (or celebrated that there is no need for change). Please note that for programs in existence for less than five years, the percent of outcomes assessment annually should be proportional to 20% per year.

<b>Quality Indicator - Student Learning Outcomes (Program Level)</b> <b>(Highlight the correct rank)</b>	
<b>4</b>	100% of program outcomes assessed and the results used for improvement of teaching and learning. Program changes also assessed in subsequent semester.
<b>3</b>	100% of program outcomes assessed and the results used for improvement of teaching and learning. Program changes not assessed in a subsequent semester.
<b>2*</b>	100% of program outcomes assessed and the results NOT used for improvement of teaching and learning.
<b>1</b>	Less than 100% of program outcomes assessed and the results used for improvement of teaching and learning. Program changes also assessed in subsequent semester.
<b>0</b>	Less than 100% of program outcomes assessed and either: 1) the results NOT used for improvement of teaching and learning and/or 2) program changes NOT assessed in subsequent semester.

*\*A score 2 or lower will result in the program being assigned to a CAT member for supplemental assessment support.*

**Indicator 2b – Program Level Student Learning Outcomes: Quality**

Programs will get one half-point for each of the following present in ALL assessments of their courses:

- Multiple Direct Assessments for each SLO
- Indirect Assessments for each SLO
- Benchmarks are sufficiently high (minimum of 75% or students meeting standard)
- Sample size is appropriate (at multiple sections of course assessed for each outcome)
- All sections and modalities (online, hybrid, traditional) included in data.
- All Assessments have been uploaded in SharePoint
- Results from all assessment shared with relevant constituents
- Data from assessments directly address SLOs

**Total Score: \_\_\_\_\_\***

*\*A score 3 or lower will result in the program being assigned to a CAT member for supplemental assessment support.*

**Indicator 3: Dissemination of Assessment Data**

An important part of the assessment process is the sharing of data with relevant constituencies.

For each of type of dissemination that is documented in SharePoint, the program receives one point.

- Data discussed with Full Time Faculty.
- Data discussed with Part Time Faculty.
- Data shared with students.
- Data shared with advisory committee and/or transfer partners.

**Total Score: \_\_\_\_\_**

**Indicator 4 – Enrollment**

Some career programs have limits determined externally. If that is the case, use the percent to maximum figure. For programs that do not have pre-determined maxima, it is easier to use the % difference from the previous year.

**Enrollment\*** – Enrollment figures for the program are based on College defined numbers at specified periods of time. (Use either Spring to Spring or Fall to Fall.)

<b>Viability Indicator – Enrollment (Highlight the correct rank)</b>	
<b>4</b>	90% of program enrollment capacity or program enrollment growth of at least 10% over prior year.
<b>3</b>	80% of program enrollment capacity or program enrollment growth of at least 5% over prior year.
<b>2</b>	70% of program enrollment capacity or program enrollment growth 2% over prior year.
<b>1</b>	Program enrollment is flat and the program enrollment is not at 90-100% capacity ( if non-select).
<b>0</b>	Program enrollment declining.

*\*A score of 2 or lower will require the development of a program management plan.*

**Indicator 5 – Fall to Fall Retention**

**Fall to Fall Retention\*** - Retention figures are based on College defined numbers which track the reenrollment of full and part-time students in a least one college level course after their first year at the College. (Add percentages for “Returned to the Same Program” and “Graduated”.)

<b>Viability Indicator - Fall to Fall Retention (Highlight the correct rank)</b>	
<b>4</b>	Retention rate is 80% or above.
<b>3</b>	Retention rate is below 80% but greater than or equal to 70%.
<b>2</b>	Retention rate is below 70% but greater than or equal to 60%.
<b>1</b>	Retention rate is below 60% but greater than or equal to 50%.
<b>0</b>	Retention rate is below 50%.

*\*A score of 2 or lower will require the development of a program management plan.*

**Indicator 6 – Fall to Spring Retention**

**Fall to Spring Retention\*** – Retention figures are based on College defined numbers. These numbers are based on the reenrollment in the second semester for new full and part-time students in the fall semesters. (Add percentages for “Returned to the Same Program” and “Graduated”.)

<b>Viability Indicator - Fall to Spring Retention (Highlight the correct rank)</b>	
<b>4</b>	Retention rate is 80% or above.
<b>3</b>	Retention rate is below 80% but greater than or equal to 70%.
<b>2</b>	Retention rate is below 70% but greater than or equal to 60%.
<b>1</b>	Retention rate is below 60% but greater than or equal to 50%.
<b>0</b>	Retention rate is below 50%.

\*A score of 2 or lower will require the development of a program management plan.

**Indicator 7 – Degrees awarded**

Programs show progress in degree completion, consistent with College goals.\*

<b>Viability Indicator - Degrees Awarded (Highlight the correct rank)</b>	
<b>4</b>	The number of degrees the program has awarded has <b>increased</b> by more than or equal to 10% as compared to the previous year.
<b>3</b>	The number of degrees the program has awarded has <b>increased</b> by less than 10% as compared to the previous year.
<b>2</b>	There was <b>no increase or decrease</b> in the number of degrees the program has awarded as compared to the previous year.
<b>1</b>	The number of degrees the program has awarded has <b>decreased</b> by less than or equal to 10% as compared to the previous year.
<b>0</b>	The number of degrees the program has awarded has <b>decreased</b> by more than 10% as compared to the previous year.

\*A score of 2 or lower will require the development of a plan to increase student success.

**Indicator 8 – Graduation Rates**

Compare your program graduation outcomes to the college-wide average of 13.6% (2012).\*

<b>Viability Indicator - Graduation Rates (Highlight the correct rank)</b>	
<b>4</b>	Program graduation percentage is greater than 2% above the College-wide average.
<b>3</b>	Program graduation percentage is 2% above the College-wide average.
<b>2</b>	Program graduation percentage is equal to the College-wide average.*
<b>1</b>	Program graduation percentage is less than 2% below the College-wide average.
<b>0</b>	Program graduation percentage is more than 2% below the College-wide average.

\*A score of 2 or lower will require the development of a plan to increase student success.