

Office of Assessment and Evaluation



Academic Program Review Guidelines for Faculty

Introduction	2
Academic Program Review Timeline	2
Program Faculty Responsibilities	4
Contact Information	7

INTRODUCTION

The purpose of the Academic Program Review (APR) at Community College of Philadelphia is to assist academic programs in identifying strengths, goals, and areas for improving student success, including using the results of assessment to improve teaching and learning. In addition, the APR helps programs to articulate successes and challenges of the past five years and to meet external accreditation standards, where needed. The APR also assesses the program's role in the achievement of institutional goals.

The audience for the APR consists of the program faculty, the department head/program coordinator, the Academic and Student Success Council (ASSC), the Student Outcomes Committee of the Board (SOC), and other stakeholders as identified by the program (e.g., advisory committees, students).

The Office of Assessment and Evaluation (OAE) compiles and shares program data and data analysis, assists faculty in documenting their assessment practices, results, and work toward continuous improvement, assists program faculty in writing the sections of the report for which they are responsible, edits the document in response to feedback, and manages the review process through the various points in the review process. The OAE also maintains an archive of completed and approved APRs.

ACADEMIC PROGRAM REVIEW TIMELINE	
DATE	ACTIVITIES AND DELIVERABLES
Each spring semester	OAE and VPASS collaborate on annual APR schedule
Each spring and fall semester	APR Information Session for new department heads and program coordinators during PD Week (built into department head onboarding) <ul style="list-style-type: none">• APR Schedule• APR Task List and Timeline• Sample APRs/ Meet with program faculty who've recently completed APRs
Three years prior to scheduled APR	Preliminary Assessment and Equity Check-In <ul style="list-style-type: none">• Confidential• OAE collaborates with DCAF, department heads, program coordinators• OAE reviews program assessment data, results, plans• OAE assists program with assessment needs• OAE assists program in identifying gateway courses and equity measures
Two years prior to scheduled APR	Secondary Assessment and Equity Check-in <ul style="list-style-type: none">• Loops in department head and dean

ACADEMIC PROGRAM REVIEW TIMELINE	
DATE	ACTIVITIES AND DELIVERABLES
	<ul style="list-style-type: none"> • OAE collaborates with DCAF, department heads, program coordinators • Review of Prior APRs/Audits • OAE assists program with assessment needs • OAE assists program in identifying gateway courses and refining equity measures
One year prior to scheduled APR	General Kick-Off Meeting with cohort
Six to nine months prior to ASSC presentation	APR Kick-Off Meeting <ul style="list-style-type: none"> • OAE provides program faculty with APR template <ul style="list-style-type: none"> ○ Academic performance measures (data) ○ Recommendations from previous APR/audit
Four to seven months prior to ASSC presentation	Enrollment projections discussed with Enrollment Management
	Program faculty provide documents <ul style="list-style-type: none"> • Growth and retention benchmarks • Course and program revisions/curriculum map • Assessment documents • Advisory committee information • Job titles
Two to four months prior to ASSC presentation	Program faculty review updated draft and write the following sections, based on the prompts in the guidelines and the data: <ul style="list-style-type: none"> • Responses to recommendations from previous APR/audit • Program analysis • Statement of mission alignment • Future directions of program and field • Cost analysis
	OAE updates the draft with faculty additions and returns draft to program faculty for rewrites
Four to six weeks prior to ASSC presentation	OAE meets with the program rep and dean to review the updated APR draft
Two to four weeks prior to ASSC presentation	OAE and Program faculty make requested changes
Two weeks prior to ASSC presentation	Completed draft sent to dean for review
One week prior to ASSC presentation	OAE sends draft APR to VPASS <ul style="list-style-type: none"> • Updates as needed
Scheduled ASSC date (Wednesdays mornings)	Present APR to the Academic and Student Success Council (ASSC)
One week before SOC	Make changes requested by ASSC Develop/Share talking points

ACADEMIC PROGRAM REVIEW TIMELINE	
DATE	ACTIVITIES AND DELIVERABLES
Scheduled date (First Thursday September-February, April, and June)	Present APR Executive Summary to Student Outcomes Committee of the Board of Trustees (SOC)
1-2 weeks following presentation of APR to SOC	Debrief <ul style="list-style-type: none"> • Program faculty/ASSC process feedback and plan implementation of recommendations • Schedule next assessment check-in for two years in the future

PROGRAM FACULTY RESPONSIBILITIES

Assessment and Equity Check-Ins

The APR process begins with a two-part assessment and equity check-in series, occurring three years and two years before the scheduled APR. For the first check-in, the OAE will work collaboratively with the program faculty, department heads, and the Divisional Curriculum Assessment Facilitators (DCAF) to review program data and to provide sustained support for programs as needed before the official APR process begins. The second check-in includes a review of the recommendations from the prior APR/audit.

Material from the Department/Program

The OAE provides the program with the APR template, information about the previous APR (or audit), data and data analysis, and summaries of documents that the program provides, such as course and program revisions or assessment practices, key findings, and recommendations. The program is responsible for the elements listed below, with guiding questions to assist in the process.

All writing should be in the third person and follow [APA guidelines](#).

- A. **Course and program revisions/curriculum map:** The OAE will contact the Office of Curriculum Development for copies of all related course and program documents from the previous five years and share it with program faculty. Program faculty should verify the accuracy of the documents and review them in preparation for writing the program narrative.
- B. **Assessment documents:** The OAE will work with you to review assessment documentation and plans and determine how to efficiently and accurately document teaching and learning improvements for the purpose of the APR. Requested documents may include:
 1. Copies of your assessment plans and reports for the past five years
 2. Meeting minutes and other forms of evidence of continuous improvement

3. A chart or description of how and when the program will assess course and program outcomes over the next five years
- C. **Advisory committee information:** Information about the advisory committee is mandatory for AAS degrees.

Guiding questions:

1. Who/what organizations are represented on the advisory committee?
 2. How often does the advisory committee meet?
 3. How does the advisory committee help the program stay current with trends in the field and in employment?
 4. Does the program need assistance or advice from the board in securing advisory committee members?
 5. What recommendations have the advisory committee made and what was the response of program faculty?
 6. Is there diverse representation in the committee? In what ways?
- D. **List of Program Faculty:** Please provide a list of program faculty, including names, rank, courses taught, and service to the College and/or the profession. The OAE will create a chart from this information.
- E. **Response to recommendations from previous APR/audit:** The OAE will provide the recommendations from the last audit (now APR) in the Executive Summary section. For each recommendation, please write up to one paragraph describing how the program responded or why they chose not to.
- F. **Program analysis:** This section describes how the field of study or discipline is translated into practice at Community College of Philadelphia. Within this description there should be an analysis of how faculty define, track, and analyze student progress and success within the Program. **Please review the Academic Performance Measures provided by OAE prior to writing this section.**

Guiding questions:

1. Describe the program to someone who knows little about it.
2. Describe the value of the program for students, the College, and the community.
3. What are the fundamental intellectual questions the program/field/discipline explores? How do these questions guide teaching and learning in this program at this College?
4. Give examples of **a)** effective teaching by faculty and **b)** faculty engagement with students, the program, the College, and the community.
5. Explain how the program tracks and analyzes student success. What do you do in response to indicators that students are struggling?

6. How are faculty other than department head and program coordinator involved in the assessment and analysis of student success?
 7. What co-curricular initiatives contribute to student success in the program?
 8. How does the program evaluate diversity and equity among its students and staff? How has the program addressed disparities in equity measures in the last five years?
 9. What specific improvements has the program made in the last five years that were informed by assessment evidence?
 - a. Do not broadly state that improvements have been made, but articulate specific initiatives, changes, plans, priorities, or policies.
- G. **Statement of mission alignment:** Write 2-5 sentences that explain how the mission of the program aligns with and supports the mission of the College. The statement should NOT explain how the Program supports or achieves its own mission. Use the College's Mission, Vision, and Goals statement found here: <https://ccp.edu/about-us/mission-and-goals>
- H. **Future directions of the program and field:** While the program analysis piece is mainly focused on the intellectual underpinnings of the program, the future directions of the field section talks about what changes are occurring that will affect program graduates' employment and how the program is keeping abreast of them. **Please review the economic forecast data provided by OAE prior to writing this section and respond.**

Guiding questions:

1. How is the field/discipline changing? How are you ensuring your program is current?
 2. How do you prepare your students to participate in the field now and in the future?
 3. How do the program and faculty connect with industry leaders?
 4. How does the program connect with potential transfer partners? What articulation agreements, if any, are in place and in progress?
 5. Examples of changes to the field include:
 - a. Changing job requirements and licensure
 - b. Changing law and/or policy at the local, state, national, or international level
 - c. Changes in demand
 - d. Changes in the industry
 - e. Changes in technology which could cause changes in the field or program.
- I. **Job titles:** List three to five titles/jobs that a recent graduate of your program could reasonably expect to be qualified for. These will be used to research the local job market in your field.
- J. **Cost analysis:** Describe program needs that contribute to the cost of the program/outside grants or additional resources, e.g.,

1. Specialized hardware
2. Software
3. Equipment
4. Faculty-student ratios or course caps determined by outside accreditors or other bodies

CONTACT INFORMATION

For more information or assistance throughout the APR process please contact:

- Elizabeth Gordon (egordon@ccp.edu)
- Amy Birge-Caracappa (abirge@ccp.edu)
- Assessment@ccp.edu