Cover Page for Assessment Resource

Department Submitting Report:	Academic Affairs – Academic Assessment
Brief Description of Report/Document:	
Academic Audit Guidelines 2012-13	

Community
College
of **Philadelphia**
Office of Academic Assessment and Evaluation

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation
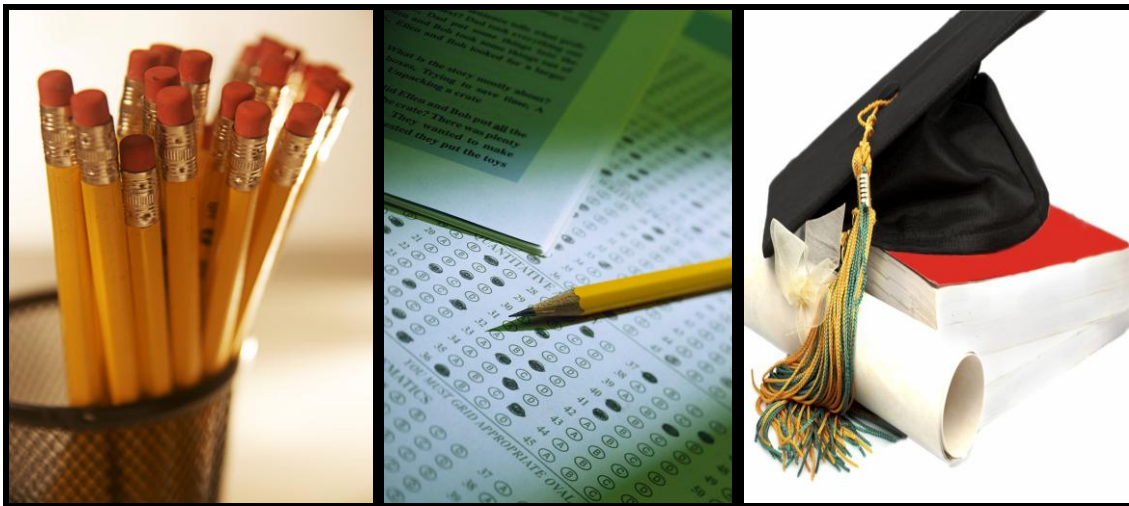
2012-2013

Academic Program Audit

Guidelines

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation

Letter from the Vice President for Academic Affairs

September 2012

Dear Colleagues,

The emphasis on assessment in higher education continues. Assessment has become the main way that colleges and universities document institutional and educational effectiveness. At Community College of Philadelphia we are using a variety of approaches to assessment to understand whether we are meeting our mission and goals and to identify areas for improvement. One type of assessment that has been in place for many years is the Academic Program Audit. The Commonwealth of Pennsylvania requires a review of all academic programs at least once every five years. Academic Program Audits are also consistent with requirements of our regional accreditor, the Middle States Commission on Higher Education.

Each year we review our process for completing Academic Program Audits in an effort to make improvements. For example, last year we made modifications to the student survey and the process for gathering the surveys and made the guidelines clearer. This year we are strengthening the link to the annual program reviews and added data on whether programs are operating at capacity. In addition, we are fortunate to have the assistance of our new Director of Academic Assessment and Evaluation, John V. Moore.

I hope the information in the 2012-2013 guidelines is useful as you work on your Academic Program Audit. Please let me know if you have ideas for other changes that would help us to improve our process.

Cordially,

Judith Gay

Judith Gay
Vice President for Academic Affairs

Community College *of* **Philadelphia**

Office of Academic Assessment and Evaluation

Academic Program Audits
Guidelines 2012-2013
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If you have any questions, please contact:

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Academic Program Audits Guidelines 2012-2013 Highlights

Highlights of the Academic Program Review Process

Purpose:

- 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

Key Features:

- Five-year State-mandated cycle
- Two or three-semester review process
- Cooperative effort by department faculty, division dean and academic auditor
- Comprehensive report, including recommendations
- Modified process for externally accredited programs
- Review by Academic Affairs Council and Student Outcomes Committee of the Board
- Decision on continuation by Board of Trustees

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation

Academic Program Audits
Guidelines 2012-2013
Contents and Process

A five-year cycle of review of academic programs is mandated by the Commonwealth of Pennsylvania. A comprehensive process of review insures the public that our College meets our mission by providing educational offerings that are defined by quality and relevance. Participation of faculty, division deans and the Office of Academic Assessment and Evaluation in the creation of the review audit document are important components of our process.

The purposes of the academic program audit process for all degree and academic certificate programs, then, are:

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

Document, Resources and Roles and Responsibilities

The audit document includes the following information and has the following resources and expectations of responsibilities:

Title Page (written by Auditor)

I. **Executive Summary** (written by Auditor)
This section provides a brief overview of the program and a summary of the findings and recommendations and is created after all other sections are completed.

II. **Program (written by Department** Head or program faculty designee(s))

A. Educational mission of the program (Materials can be gathered by Auditor from CFT Office)
B. Student Learning Outcomes of the program (Materials can be gathered by Auditor from Catalog)
C. Brief history of the program (may be in the form of a timeline of major events)
D. Description of the curriculum, curriculum map, and internal curriculum coherence (course sequencing)

E. Revisions to the curriculum since last audit, or since inception of the program if no previous audit (Materials can be gathered by Auditor from CFT Documents)

F. Curricular innovations

G. Future directions in the field/program

> **Tools/Sources of Information for This Section:** the College Catalog, College Mission Statement, Goals and Student Learning Outcomes of the Program, the College Strategic Plan, Academic Master Plan, Course documentation (course descriptions and course outcomes) and Act 335 forms (current) (should be on file in CFT office), input from full-time and part-time faculty teaching in the Program, input from Advisory Committee (if applicable), QVIs.

III. **Profile of Faculty** (written by Department Head or faculty designee(s))

A. Number of full- and part-time faculty; faculty qualifications and expertise

- Can be brief paragraphs or an appendix with faculty resumes
- Do not include adjunct/emeritus, unless they play a large role in the department, designate them as such if included

B. Level of engagement of program faculty in curricular matters

- Identify ways in which faculty are engaged in and support the program

C. Professional Development

- Describe recent professional development activities of faculty
- Identify plans to ensure the faculty remain current in their discipline

> **Tools/Sources of information for this section:** QVIs, faculty resumes (should be updated and may be included in an appendix), and interviews with program faculty.

IV. **Outcomes and Assessment** (written by Auditor, with material provided by Department Head or faculty designee(s) and information from the QVI document)

This section includes:

A. Program level student learning outcomes (Auditor)

B. Description of program assessment measures (DH/designee)

C. Review/Summary of course documentation (course descriptions and course outcomes), and recommendation/action plan. (DH/Designee)

D. Summary and analysis of program enrollment data, to include diversity data, that identifies strengths and weaknesses and addresses issues of parity (A)

E. Summary and analysis of retention rates and graduation rates in the program (A)

F. Student survey results—current, former, graduates (A)

G. Employer surveys (if applicable) (A)

H. Advisory Committee feedback, interviews or surveys (if applicable) (DH/Designee)

I. Performance of transfer students if applicable(A)

Material to be provided by the Department Head or Designee for this section:

Description of program assessment measures and results (e.g. QVIs,) Assessment tools, Course documentation (course descriptions, course outcomes), Course evaluations by faculty, Advisory Committee feedback/minutes.

Material researched/provided by the Auditor for this section:
Data from Institutional Research, student surveys, employer surveys, Advisory Committee interviews or surveys, course documentation. Act 335 forms (current) (on file in CFT office), List of program level student learning outcomes.

V. **Resources** (written by Department Head or faculty designee(s))

A. Facilities and Equipment
   - How well do current facilities support program needs?
   - What future facility needs can be identified and what is the rationale?

B. Technology

C. Other Resources

VI. **Demand and Documented Need for the Program/Program Benefits** (written by the Auditor with material provided by the Department Head or faculty designee(s))

This section should document student demand for the program, and employment opportunities. Specifically, this section evaluates whether there is an employer need and an occupational demand for the program preparing graduates for High Priority Occupations as identified by the Commonwealth of Pennsylvania.

Additionally, this section evaluates the program's benefit, which refers to the fact that the program contributes to the fiscal, strategic, and mission related goals of the college.

Material to be provided by the Department Head/Program Coordinator:
If requested, information on appropriate fields in Occupational Outlook Handbook

Material researched/provided by the Auditor:
Enrollment Trends, Occupational Outlook Handbooks, QVI, Bureau of Labor Statistics, Philadelphia Workforce Investment Board documents, economic modeling software

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VII. <u>**Operating Costs and Efficiency**</u> (written by Auditor)

The College produces data on department and program costs on an annual basis. These costs are based on all course offerings (main campus, regional centers, distance education and other off campus sites). Costs are delineated as cost per credit hour produced and as direct cost per FTE. The definition of direct cost is all expenses charged against the instructional cost center plus an allocation of fringe benefits.

(Tools: Tables from Office of Finance and Planning.)

VIII. <u>**Findings and Recommendations**</u> (written by Auditor)

This section summarizes the significant findings within the audit and makes recommendations with a timeline for implementation. Information in this section should provide justification for continuance, suspension, or termination of the program.

IX. <u>**Appendices**</u> (compiled by Auditor)

Student survey instruments
Others as needed

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation

<u>Some Notes on Writing</u>

In order to maintain a consistent language for the document, it is important for those writing sections of it to maintain a neutral tone. Below are a few style suggestions for writers to help ensure that the document retains the sound of an audit with a fairly consistent voice.

1. Provide evidence for accomplishments

> While sections the audit certainly can be a place to highlight the best parts of a department or program, the text should attempt to avoid statements without evidence (E.g. "this is the premier program in the region.") If a department has won external or internal honors for its work, that should be noted.

> Additionally claims about students should be followed by evidence. A statement like: "This program prepares students excel to the workplace" need to be followed by feedback from employers to that end.

2. Use third person language

> Because there are multiple authors, using language like "our students," "my department," or "we think that" can be confusing to readers. Replacing those with phrases like "students in the program," "the department," or "faculty who teach core courses believe" make the document more readable.

3. Avoid the use of individuals' names

> When discussing particular aspects of a program's history or recent curricular innovations, refrain from using individual names. In the section regarding faculty there is room to discuss a faculty member's contributions.

These guidelines will assist in quickly merging parts of the audit together with minimal need to rework the language provided by the department.

Community College *of* Philadelphia

Office of Academic Assessment and Evaluation

Academic Program Audits
Academic Program Audits **Guidelines 2012-2013** **Semester by Semester Guide**

<u>Summer</u>
1. Office of Academic Assessment and Evaluation identifies approximately 20% of College programs for review, with the five year cycle in mind and reviews plan with Academic Deans. Proposed plan indicates which audits are expected on a two semester schedule, which are expected on a three semester schedule, and which audits may use a modified audit (within one year of accreditation/re-approval decision for externally accredited programs). Related academic certificates should be reviewed at the same time as degree programs.
2. Faculty leads are identified for audits by deans. Generally the lead will be a department head, curriculum coordinator or program supervisor.

<u>Fall</u>
1. Office of Academic Assessment and Evaluation offers meeting with leads to review process and expectations.
2. Leads meet with department/program faculty to discuss approach and timeline.
3. Office of Academic Assessment and Evaluation creates a tentative schedule of audits for the Student Outcomes Committee of the board
4. Leads coordinate creation of sections assigned to faculty.
5. Office of Academic Assessment and Evaluation works on sections assigned.

<u>Spring</u>
1. Draft of two semester audits created and reviewed by Division Dean; three semester audit participants continue data gathering
2. Approved draft reviewed by Academic Affairs Council
3. Approved Draft reviewed by Student Outcomes Committee of the Board
4. Recommendation accepted or rejected by Board of Trustees
5. Steps 2, 3, 4 completed the following Fall for three semester audits

<u>Additional Information</u>
1. The Vice President for Academic Affairs will serve as final arbitrator of any conflicting assessments or conclusions between the Academic Program Auditor and the Academic Affairs Deans.
2. The appropriate Division Dean, Faculty Lead and the Director of Academic Assessment and Evaluation will attend the Student Outcomes of the Board meeting.
3. The Office of Academic Affairs tracks program response to recommendations to ensure that programs are acting on the recommendations.

Community College of Philadelphia

Office of Academic Assessment and Evaluation

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**Modified Academic Audits of
Externally Accredited Programs
Guidelines 2012-2013**

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For academic programs that undergo an external accreditation or approval process, a modified set of guidelines will be followed. There is a great deal of overlap between the external accreditation guidelines and the College's primary academic audit guidelines.

The modified guidelines consist of the following steps:

1. The auditor will review the guidelines for re-accreditation or re-approval from the external accrediting agency.
2. The auditor will review the self-study document or application for approval that the program submitted to the external accrediting body.
3. The auditor will review the letter or document from the external accrediting organization stating whether or not re-accreditation/re-approval is granted. The auditor will make note of any findings, comments or areas for improvement noted in the document.
4. The auditor will meet with the dean, department head, program director and/or curriculum coordinator to discuss the letter or document from the external accrediting organization and any findings, comments or areas for improvement noted in the document, as well as any other strengths or issues with the program that were not addressed in the re-accreditation process.
5. The auditor, department head, and program director/curriculum coordinator will prepare a summary for the Student Outcomes Committee of the Board of Trustees which includes:
   a. The date and outcome of the most recent re-accreditation process (i.e. the program was re-accredited for seven years)
   b. Highlights of the accreditation report, including program strengths, findings, comments or areas for improvement noted in the document, and steps the program has taken or is taking to address the findings.
   c. Any strengths of the program or issues with the program that were not addressed in the re-accreditation process.

If not included in the accreditation report, the following also must be included in the modified audit:

   a. Information on operating cost and efficiency
   b. Information on student outcomes (graduation and retention)
   c. Information on the demand and need for the program
   d. Recommendations

6. Generally, the modified audit will take place within a year after the re-accreditation action letter or document from the external accrediting organization had been received by the College. These programs will be audited on the same cycle as established by the external accrediting organization. If the external accreditation cycle is longer than five years, a report on the status of the program based on annual program reviews will be presented five years after the previous modified audit.

7. When the audit is completed, it is reviewed by the division Dean.

8. Next Steps:

    a. After review by the division Dean, it is reviewed by the Vice President for Academic Affairs and the Academic Affairs Deans at the Academic Affairs Council meeting. Comments, suggestions, or recommendations can be made.

    b. The Vice President of Academic Affairs will serve as final arbitrator of any conflicting assessments or conclusions between the Academic Program Auditor and the Academic Affairs Deans.

    c. The document is submitted to the Student Outcomes Committee of the Board and finally to the full Board of Trustees with accompanying recommendations.

    d. The appropriate Division Dean, Department Head or designee and the Auditor will attend the Student Outcomes Committee meeting.

    e. The Board of Trustees acts on the audit.

Community College
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Office of Academic Assessment and Evaluation

2012-2013
Academic Audit Schedule

Program	Start	End	Contact Person
CADT	Fall '11	Fall '12	Miles Grosbard
CADT-certificate	Fall '11	Fall '12	Miles Grosbard
Construction Management	Fall '11	Fall '12	Miles Grosbard
BHHS	Fall '11	Fall '12	Melissa St. Pierre
Addiction Studies	Fall '11	Fall '12	Melissa St. Pierre
Disability Studies	Fall '11	Fall '12	Melissa St. Pierre
Human Services	Fall '11	Fall '12	Melissa St. Pierre
Social Gerontology	Fall '11	Fall '12	Melissa St. Pierre
Liberal Arts - Religious Studies	Fall '12	Spring '13	Osvil Acosta Morales
Liberal Arts- African American African Diaspora Studies	Fall '12	Spring '13	Jackie Akins Ardencie Hall-Karambe
Patient Service Rep	Fall '12	Spring '13	Deb Rossi
International Studies	Fall '12	Spring '13	Chris DiCapua
Chemical Technology	Fall '12	Spring '13	Kathy Harter
Engineering Science	Fall '12	Spring '13	David Cattell
Applied Science and Engineering Tech	Fall '12	Spring '13	Randy Libros Linda Powell
GIS	Fall '12	Spring '13	Deirdre Garrity Benjamin
GIS - Certificate	Fall '12	Spring '13	Deirdre Garrity Benjamin
Health Services Management	Fall '12	Fall '13	Deb Rossi
Liberal Arts	Fall '12	Fall '13	John Joyce
CIS	Fall '12	Fall '13	Dan Melamed
MCIT	Fall '12	Fall '13	Dan Melamed
Computer Forensics	Fall '12	Fall '13	Pamela King
Justice	Fall '12	Fall '13	Tom Quinn
Justice - Certificate	Fall '12	Fall '13	Tom Quinn
Applied Studies	Spring '12	Fall '13	Tom Quinn

Note: The following audits are in the process of being completed in Fall 2012:

Program Audit
Accounting
Photographic Imaging
DMI
Communications-Theater
Architecture/Interior Design