Community College of Philadelphia

Academic Affairs

Quality and Viability Indicators (QVI)

Annual Program Review

Mini Version

2013-2014

Spring 2014

Background

One of the recommendations in the Academic Master Plan (2006-2009) was to "review program outcomes on an annual basis and identify expectations for improvement." Below is the timeline of actions developed in response to the recommendation:

2008-2009:   Template created that identified quality indicators and viability indicators (QVI).

2009-2010:   Template reviewed by Department Heads and revised. Pilot of QVI by three programs. QVI revised.

2010-2011:   QVI required by programs in all departments. Summary provided to Student Outcomes Committee.

In Fall 2012, based on feedback from Department Heads, a mini version of the QVI was developed. The expectation is that programs will have a cycle of: Academic Program Audit – Mini QVI – Full QVI – Mini QVI- Full QVI – Academic Program Audit. This cycle has the advantage of having faculty look at the most critical indicators every year, but also shortens the annual requirement, providing faculty with time to implement changes.

In Fall 2013, based on review of the usefulness of data collected from the "Mini" QVI, the Academic Affairs Council decided to administer the Mini QVI again for the 2013-2014 Academic year.

Purpose of the Quality/Viability Indicators (QVI) – Full and Mini Versions

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 major differences are:

- The QVI is intended for annual review versus the five year timeframe of the academic program audit
- The QVI can be completed in a shorter period of time than the two to three semesters usually required to complete an academic program audit

● The QVI does not include the services of an academic auditor

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 for Academic Affairs 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 associate degree 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^{th,} '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 for Academic Affairs. A summary is shared with the Student Outcomes Committee of the Board during the fall semester.

Step-by-Step Guide to Indicators

The Mini version of the QVI provides a scan of seven (7) of the indicators from the Full QVI, two (2) quality indicators and five (5) viability indicators. For each indicator rank the program using the scale on the template.

Indicator 1 – Course Level Student Learning Outcomes

Student Learning Outcomes – Standard 14 in Characteristics of Excellence states that "Assessment of student learning demonstrates that the institution's students have the knowledge, skills and competencies consistent with institutional goals and that students at

graduation have achieved appropriate higher education goals." It further states that the "institution must articulate statements of expected student learning at the institutional, program and individual course levels..."

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 2013-2014 all programs that are at least three years old need to have completed assessment for at least 80% 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 (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.

Quality Indicator - Student Learning Outcomes (Course Level) (Highlight the correct rank)	Comments/Actions
4 80% or more of course outcomes assessed and the results used.	
3 60% assessed – may or may not be evidence the results are used.	
2 40% assessed – may or may not be evidence the results are used.	
1 20% assessed – may or may not be evidence the results are used.	
0 Less than 20% or no Assessment – outcomes defined but not assessed.	

Indicator 2 – Program Level Student Learning Outcomes

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 2013-2014 all programs need to have completed assessment for at least 80% 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.

Quality Indicator - Student Learning Outcomes (Program Level) (Highlight the correct rank)	Comments/Actions
4 80% or more of course outcomes assessed and the results used.	
3 60% assessed – may or may not be evidence that the results used.	
2 40% assessed – may or may not be evidence the results are used.	
1 20% assessed – may or may not be evidence the results are used.	
0 Less than 20% o no Assessment – outcomes defined but not assessed.	

Indicator 3 – 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. See Academic Performance Measures and Transfer Outcomes (http://www.ccp.edu/VPFIN-PL/ir/index.HTM). Go to Academic Program Reports, select the drop down menu for your College/Division. Once you have selected the appropriate Division, you must select the Effectiveness Indicator Type to choose either headcount enrollment or FTE. Next click the View button to run your query. Programs may use either headcount fall to fall or spring to spring or FTEs fall to fall or spring to spring and then look for the percent of difference.

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.)

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

Indicator 4 – Fall to Fall Retention

The College calculates this information. See Academic Performance Measures and Transfer Outcomes (http://www.ccp.edu/VPFIN-PL/ir/index.HTM). Go to Academic Program Reports, select the drop down menu for your College/Division. Once you have selected the appropriate Division, you must select the Effectiveness Indicator, *Academic Performance/Persistence* Type. Next click the View button to run your query. Finally, click the *Fall to Fall Persistence* Tab at the top of the menu.

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".)

Viability Indicator - Fall to Fall Retention (Highlight the correct rank)	Comments/Actions
4	Retention rate is 80% or above.	

3	Retention rate is below 80% but greater than or equal to 70%.	
2	Retention rate is below 70% but greater than or equal to 60%.	
1	Retention rate is below 60% but greater than or equal to 50%.	
0	Retention rate is below 50%.	

Indicator 5 – Fall to Spring Retention

The College calculates this information. See Academic Performance Measures and Transfer Outcomes (http://www.ccp.edu/VPFIN-PL/ir/index.HTM). Go to Academic Program Reports, select the drop down menu for your College/Division. Once you have selected the appropriate Division, you must select the Effectiveness Indicator, *Academic Performance/Persistence* Type. Next click the View button to run your query. Finally, click the *Fall to Spring Persistence* Tab at the top of the menu.

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.

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

Indicator 6 – Degrees awarded

This information is supplied by the College. See Academic Performance Measures and Transfer Outcomes (http://www.ccp.edu/VPFIN-PL/ir/index.HTM). Go to Academic Program Reports, select the drop down menu for your College/Division. Once you have selected the appropriate Division, you must select the Effectiveness Indicator, *Academic Performance/Persistence* Type. Next click the View button to run your query. The default Tab at the top of the menu is *Degrees Awarded*.

Degrees awarded – Programs show progress in degree completion, consistent with College goals.

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

Indicator 7 – Graduation Rates

The College calculates this information. This indicator was revised to align with the College information about graduation rate. Look at the % supplied by the College... See Academic Performance Measures and Transfer Outcomes (http://www.ccp.edu/VPFIN-PL/ir/index.HTM). Go to Academic Program Reports. In the drop-down box on the left, select *Academic Performance/Persistence*, and in the drop-down box on the right, select your division. Next click the View button. Click the *Success at Departure* tab at the top, on the chart displayed scroll down to view the most recent Spring term for the total percent of graduates from your program.

Compare your program graduation outcomes to the college-wide average of 14% (2010).

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