

Instructional Program Review
Report to the Institutional Planning Committee
July 9, 2004

Overview of process <http://www2.austincc.edu/progrevw/>

- Process is responsive to Board Policy (E-5) “*systematically and regularly gather and analyze both qualitative and quantitative data in order to facilitate the continuous improvement of each program, to guide resource allocation, and to assist the administration and Board in making decisions about programs.*”
- 1/4 of all credit programs participate in intensive review each year
- All the rest of the programs report progress on recommendations from their previous intensive review
- Diagram http://www2.austincc.edu/progrevw/guide_forms/ipr_process.pdf
- Intensive year review (aka “self study) is conducted by a team that includes program full-time and adjunct faculty, non-program faculty, students, and external constituents.
- The Instructional Program Review Committee (IPRC) coordinates the review process and conducts selected peer reviews.
- The self study team produces three documents to report their findings and quality improvement plans to the college.
 - IPR
 - Analysis of BOT-required things
 - SWOT results
 - Program vision
 - PSF—summary of programs performance on BOT things
 - QIP
 - Plans for improving program
 - Timeline
 - Resource needs
 - Costs
- Administrators
 - respond to their programs’ reports
 - make recommendations
 - and use the programs’ quality improvement plans in the Master Plan process
- Web page link

Evaluation of 2003-04 Review Year

- # programs participating in intensive review
- # programs completing previous process action plan update status reports
- Quality of program reports
- Quality of administrator response
- Etc?????

- **Timeline**

INTENSIVE REVIEW YEAR: Assess Program and plan improvements		
Date	Task	Responsibility
March 31st	Select self-study chairs and IPR Committee representatives (if applicable, see Appendix A) and notify the IPR Committee Chair and the Coordinator of Institutional Assessment in the Office of Institutional Effectiveness (OIE).	Deans
April 30th	Contact self-study chairs with pertinent information about the process and provide summary of the previous review	IPR Committee Chair
June - July	Collect data and prepare documentation notebooks	OIE
	Revise IPR Guidelines, if needed, and publish on IPR web site	IPR Committee & OIE
August	Orient Self-Study Chairs	IPR Committee Chair & OIE staff
Sep -Dec	Conduct program reviews Document student learning outcomes assessment plans into U-LEAD	Self-Study Teams
January 15th	Submit completed <i>Instructional Program Review Summary (IPRS)</i> , <i>Quality Improvement Plan</i> , and <i>Program Status</i> form to OIE as an email attachment.	Self-Study Chairs
	Select one program from each dean area for peer review by the IPR Committee	Deans
January – March	Publish reports from self-study teams and administrators on IPR web site	OIE
	Review <i>IPRS</i> , <i>QIP</i> , and <i>PSF</i> ; conduct selected peer reviews; and provide feedback to programs	IPR Committee
	Submit completed <i>Administrator’s Response to Quality Improvement Plan (ARQIP)</i> to	Dean & AVP
April	Submit <i>Quality Improvement Plan</i> resource requests via Master Plan process	Deans
ANNUAL FOLLOW-UP YEARS: Implement improvement plans and evaluate progress		
Date	Task	Responsibility
March	Notify Department Chairs that <i>Quality Improvement Plan Update</i> is due in April.	IPR Committee Chair
April	Complete and send <i>Quality Improvement Plan Update</i> to OIE	Department Chairs
	Post updated plans to IPR web site	OIE
	Notify IPR Committee, Dean, and AVP of posted plans	OIE
	Submit resource allocation requests via ACC planning process.	Dean & AVP
July	Submit IPR Process Evaluation Report to Institutional Planning Committee	IPR Committee

Schedule of Program Intensive Review Year

Dean Area	2003-04	2004-05	2005-06	2006-07
Applied Technologies, Multimedia, and Public Service	Photography Commercial Music Music Radio, TV, Film	Air Conditioning/Heating Criminal Justice Automotive	Building Construction Child Development Human Services Fire Protection	Welding Tech Communication Interpreter Prep. Legal Assistant
Computer Studies and Advanced Technology	Computer Studies Electronics Visual Communication Digital Publishing	Engineering Design	Geomatics/Surveying	Semi Conductor Manufacturing
Business Studies	Office Administration Financial Mgt Management	Marketing Accounting Int'l Business	Real Estate Legal Assist	Travel and Tourism Hospitality Mgmt Culinary Arts
Health Sciences	DM-Sonography Medical Lab DM-Radiography Medical Coding	Occupational Therapy Surgical Technology Physical Therapy Health & Kinesiology	Pharmacy Tech. Physical Fitness Emergency Medical Dental Hygiene	Vocational Nursing Assoc Degree Nursing Allied Health Science
Math and Sciences	Mathematics (including Dev Math) Chemistry	Engineering	Biology Physical Science Geology	Physics Astronomy
Social and Behavioral Sciences	History	Anthropology Geography Economics	Psychology Sociology Human Development	Government
Communications	Dev Reading Dev Writing	Speech	English	Journalism
Arts and Humanities	ESL	Foreign Languages	Art Humanities/ Philosophy/ Religion/Women's Studies	Creative Writing Dance Drama

E-5. REVIEW OF INSTRUCTIONAL PROGRAMS

The President shall implement a comprehensive system that reviews the effectiveness and efficiency of instructional programs in light of the College's mission according to an announced schedule. The purpose of such reviews is to systematically and regularly gather and analyze both qualitative and quantitative data in order to facilitate the continuous improvement of each program, to guide resource allocation, and to assist the administration and Board in making decisions about programs.

Program reviews shall include the following analyses, as well as any further information needed to meet accreditation or regulatory requirements:

[a] relevance of the program to College mission and desired ends as declared by policy,

[b] responsiveness to community needs and satisfaction of community demand,

[c] accessibility to students, with identification of unnecessary barriers,

[d] student outcomes, including participation and successful-completion rates

[e] measures of program quality and educational value added,

[f] adequacy of program resources and efficiency of resource use,

[g] comparison of program performance, price, and enrollment with that of alternate local suppliers, and

[h] direct and indirect program-related revenues and costs to the College.

Based on the above analyses, the President shall provide a summary recommendation on program status to the Board, whose approval is required to initiate or discontinue a program, to substantially change its scope, or to change it between college-credit and non-college-credit status. Such approvals shall be primarily based on the extent to which the recommendation is found to be consistent with principles and goals established by policy, and the Board will update and clarify its policies as needed so that they provide a predictable and consistent basis for such decisions.

Copies of reports on program reviews shall be provided to the Board, faculty, and interested community members.

The Austin Community College Board of Trustees adopted this policy on December 7, 1998 and amended it on May 1, 2000.

Comments, suggestions? [Policy Home Page](#) [Board of Trustees Home Page](#)