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**Internal Program Review**

**Process and Instructions**

**2019 - 20**

Here are the steps to follow for completing the Internal Program Review (IPR):

1. **As a group, look over your last IPR and select several key faculty members to steer the process this year.**
2. **Make a plan to get input from all program/department/prefix faculty.**   
     
   It is important to decide on a process for completing this task. Some programs select a team and others have a point person gather information. The writing can be completed by one or several faculty members depending on your program size, but your process should ensure you gather input from all full-time faculty. You are also encouraged to involve your part-time faculty if practical.

**3. Begin the process of writing your review. Complete all sections of the IPR.**

IPRs should be completed every two years and will be due in even years. Assessment work should be ongoing, and IPR section III, Assessment of Student Learning, should be reported every year. Reports for the past academic year will be due in December. For example, reports for academic year 2019-2020 will be due December 1, 2020. If you need further assistance, please contact Lynn Bradman, Cindy Catherwood or Sue Raftery.

**Timeline for 2020:**

**March 5** – Begin work on the IPR.

**May 20** – As you work through content for your IPR, by this date be sure to discuss with your dean any emerging budgetary needs for consideration in the division’s annual budget request.

**December 1** – Submit final IPR to your dean, and send a digital copy to Sue Raftery at [sraftery@mccneb.edu](mailto:sraftery@mccneb.edu) in the VPAA Office, FOC #30.

**Internal Program Review**

**Program/Department/Prefix Name:**

**Month and Year this IPR completed:**

**Faculty Team and Authors:**

**I. PROGRAM/DEPARTMENT/PREFIX INFORMATION**

**Program Purpose**

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| **Program/Department/Prefix Mission:** State the mission, values and/or purpose, for the program/department/prefix, including how your purpose supports the College mission. |
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MCC’s mission is listed below for reference:

*Metropolitan Community College delivers relevant, student-centered education to a diverse community of learners.*

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| Evaluate the clarity and effectiveness of the program/department mission, including efforts to communicate and promote this mission within the College and to the community. |
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| In what ways does your program/department/prefix address the College-wide general education competencies. The gen ed competencies are listed below. |
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MCC general education competencies during 2019-2020 include:

* Communication
* Critical thinking and creativity
* Information literacy
* Numeracy
* Scientific inquiry
* Social and cultural awareness
* Professionalism and life skills

For the full explanation of each competency, go to [General Education](https://mycatalog.mccneb.edu/content.php?catoid=2&navoid=74) in the MCC 2019-2020 Catalog.

**Additional Information for Programs**

If the program is accredited – or if accreditation plans are underway – describe the program’s accreditation status and identify the accrediting agency.

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| --- | --- | --- | --- |
| Accreditor name and web address | Status | Date of expiration | Date and timeframe for reporting |
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| --- | --- | --- |
| List the degrees, certificates and diplomas associated with the program/department. | | |
| Degree/Certificate Name | Award Type | Credits needed for credential |
| Example: Art | AA | 100.5 |
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**Certifications or Licensures**

List any industry certifications embedded into degree or certificate programs. Include the specific course number and title or other program completions necessary for students to be eligible to earn certification. Examples: OSHA, CPR, ServeSafe, or any reduction in work experience requirements for licensure (example: electrical).

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| --- | --- | --- |
| Industry Certification available | Course Number | Course Title |
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| **Analyze the appropriateness of degree requirements.** |
| Use the checkpoints below as a guide.   * Total number of required credits and frequency/scheduling of course offerings allow students to comfortably complete the associate’s degree within 2 years. * Program and gen ed requirements align with student learning outcomes. * Curriculum helps students gain skills necessary for career success and/or additional higher level career training. |

**Professional Development/Accomplishments**

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| Describe the professional development/learning activities and accomplishments undertaken by members of the program/department/prefix over the past two academic years. | |
| Activity | Name of faculty member completing activity |
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| Evaluate the effectiveness of the professional development activities in contributing to achieving goals of the program/department/prefix. |
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**Internal and External Collaborations**

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| Describe how the program/department/prefix collaborates with individuals and organizations within MCC and throughout the community. |
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| Explain any processes for utilizing stakeholder feedback in program/department/prefix development and enhancement. |
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| Describe any positive impacts or results of business and industry linkages. |
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**II. BACKGROUND DATA AND INFORMATION**

Your dean will provide you with the data for the enrollment trends and

program/department/prefix costs.

**Enrollment Five – Year Trends (Use Prefix data for your primary prefix)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | **Unduplicated**  **Headcount** | | **Student Credit Hours (SCH)** | **Faculty FTE** | **Avg Class Size** | **Percent SCH by Faculty** | |
|  | **Annual Head**  **Count** | **Change From Prior Year** |  |  |  | **FT** | **PT** |
| **2015-16** |  |  |  |  |  |  |  |
| **2016-17** |  |  |  |  |  |  |  |
| **2017-18** |  |  |  |  |  |  |  |
| **2018-19** |  |  |  |  |  |  |  |
| **2019-20** |  |  |  |  |  |  |  |

**Program/Department/Prefix Costs**

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| --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | **Total Budget**  **With Equipment** | **Expenses w/o**  **Equipment** | **Expenses with**  **Equipment** | **Cost per credit hr w/o equip** | **Cost per credit hr with equip** |
| **2015-16** |  |  |  |  |  |
| **2016-17** |  |  |  |  |  |
| **2017-18** |  |  |  |  |  |
| **2018-19** |  |  |  |  |  |
| **2019-20** |  |  |  |  |  |
| **5-year avg** |  |  |  |  |  |

Programs: Also complete the following table using your program data.

**Program Enrollment, Completion and Placement Data**

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| --- | --- | --- | --- | --- |
| **Fiscal Year** | **Unduplicated Headcount Enrollment** | **Number of graduates** | | **Number of job**  **placements** |
| **Associate** | **Certificate** |
| **2017-18** |  |  |  |  |
| **2018-19** |  |  |  |  |
| **2019-20** |  |  |  |  |

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| List the employers hiring graduates (or those students stopping out for employment) in the past year. |
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| The Nebraska Coordinating Commission for Postsecondary Education (CCPE) requires that programs average 10 graduates per year over a 5 year time span. If your program’s graduation rate is lower, explain why and include suggestions for improving the graduation rate. |
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| Questions that need to be answered to better understand the strengths and weaknesses of the program/department/prefix include: |
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**Strengths or Concerns Illustrated by the Data**

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| List any influences that may have had an impact on enrollment. |
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| List any barriers that may have had an adverse impact on student learning. |
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**III. ASSESSMENT OF STUDENT LEARNING**

MCC values the continual improvement of teaching and learning by supporting evidence-based practices for assessment of student learning. Each year the department should complete an outcomes assessment project using the Outcomes Assessment matrix. This year, if you are a program, you should assess at least one of your program-level Student Learning Outcomes. If you are not a program, you should assess 2-4 course objectives from at least one of your courses across all sections in the department. Your MCC assessment work does not need to address all program SLOs or course objectives at once, just one or a few of those at a time that you want to focus on.

**Learning Outcomes/Course Objectives**

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| List the student learning outcomes for your department/program/prefix. |
| *(\*\*This newly added section was mentioned in the last progress report on Faculty Development Day, March 2019. If you are in a program that does not have 4 – 10 program-level student learning outcomes, please begin to write those today.* *Program-level student learning outcomes are statements of what students will know or be able to do upon successful completion of a program of study.)* |

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| If you are a program, identify the learning outcome you will assess. If you are not a program, identify the course(s) and the objectives you will assess. |
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| Describe how course objectives in the curriculum contribute meaningfully to the achievement of the program’s student learning outcomes or the course’s purpose. |
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| Describe how students demonstrate the achievement of program/department/prefix outcomes or course objectives. |
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Next, complete your outcomes assessment project and fill in the Outcomes Assessment Matrix included on the next page. If you assessed more than one SLO or objective, please insert additional pages of the matrix as needed.

**Outcomes Assessment Matrix**

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| Department/Program/Prefix Name: |
| Department/Program/Prefix mission, values, and/or purpose statement: |
| If applicable, enter the general education competency that is supported by the learning outcome or course objectives assessed in this matrix. *(See* [*General Education*](https://mycatalog.mccneb.edu/content.php?catoid=2&navoid=74) *in the MCC 2019-2020 Catalog.)* |
| Enter your program-level learning outcome or your course title and objectives.  *(The outcome or objective should be learner centered, specific, measurable, clear, and concise: Students will be able to <<action verb>> <<something>>. You might state why you chose this outcome or objective to focus on.)* |
| How did you measure the learning outcome or course objective?  *(Describe the assessment tool(s) you used, such as exams, performances, simulations, presentations, writings, portfolios or other assessment methods through which students demonstrate their learning).* |
| What did you expect to find? What did you actually find?  *(State your expectations for student performance. Compare what you expected and what you actually found. If applicable, please include any benchmarks, standards, thresholds, and/or past performance.)* |
| How were results analyzed? *(Include information and data about how many student artifacts were collected, which classes they came from, modes of delivery (face to face, hybrid, remote, blended, online), and how you gathered them together. Include who evaluated/analyzed the student artifacts. If you used criteria, performance indicators,* *average scores, numbers and/or percentages of correct items, rubrics, checklists, and/or scales, please include those in your explanation.)* |
| Interpretation: What will you do/change/improve in your curriculum, teaching methods, etc.?  *(What do you think your results mean, and what might have caused those results? As follow-up, for example, will you communicate results to department faculty, hold teaching discussions and professional development sessions, revise syllabi, add support for something new, budget for time or equipment, set a timeline for improvements, and/or provide input on the assessment process?)* |
| What happened after your changes were implemented? (This can be filled in after your first round of measurement…when you know results of changes you may have made.) |

**(Add more Outcomes Assessment Matrix tables as needed, one for each program/department/prefix outcome or objective you assessed.)**

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| Based on data and assessment results, formulate a plan for any needed curriculum revision and enhancement of teaching within your program/department/prefix. |
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**IV. STRATEGIC PLAN**

As a final step, summarize any notable discoveries or strengths, concerns, or needs that should be addressed in order for the program/department/prefix to achieve its goals, and make plans for how to address these within the next years. This portion of the IPR is especially helpful to faculty and administration as we all proactively plan for future directions of MCC. Given all of the information you have gathered, what opportunities are available?

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| Year One Plan |
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| Year Two Plan |
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| Five Year Plan |
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