Academic Program Review

Planning | Assessment | Improvement

Northwood Technical College

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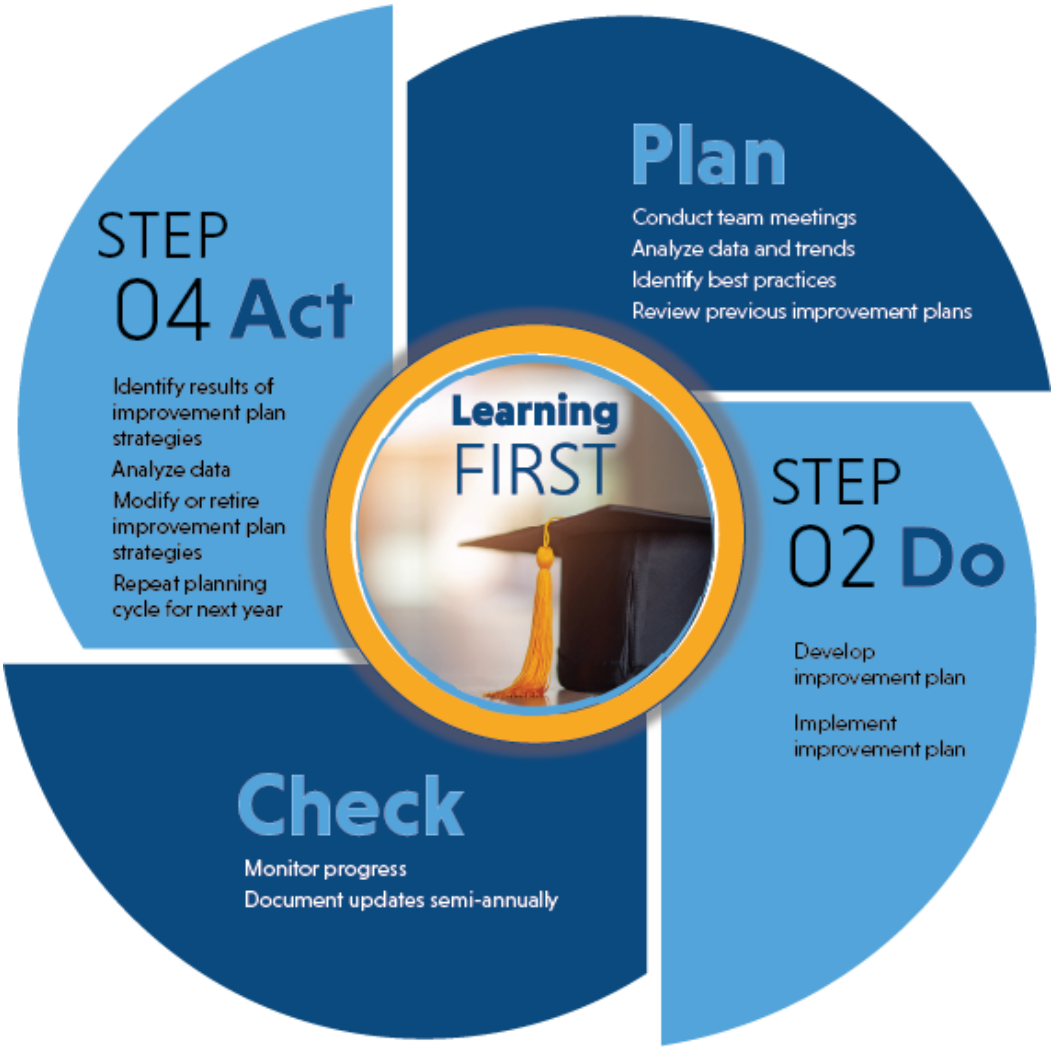
ACADEMIC PROGRAM REVIEW MODEL

Northwood Technical College (Northwood Tech) signifies its commitment to continuous improvement through its Plan, Do, Check, Act (PDCA) strategy. As part of the continuous improvement efforts, the Academic Program Review process focuses on **student learning**.

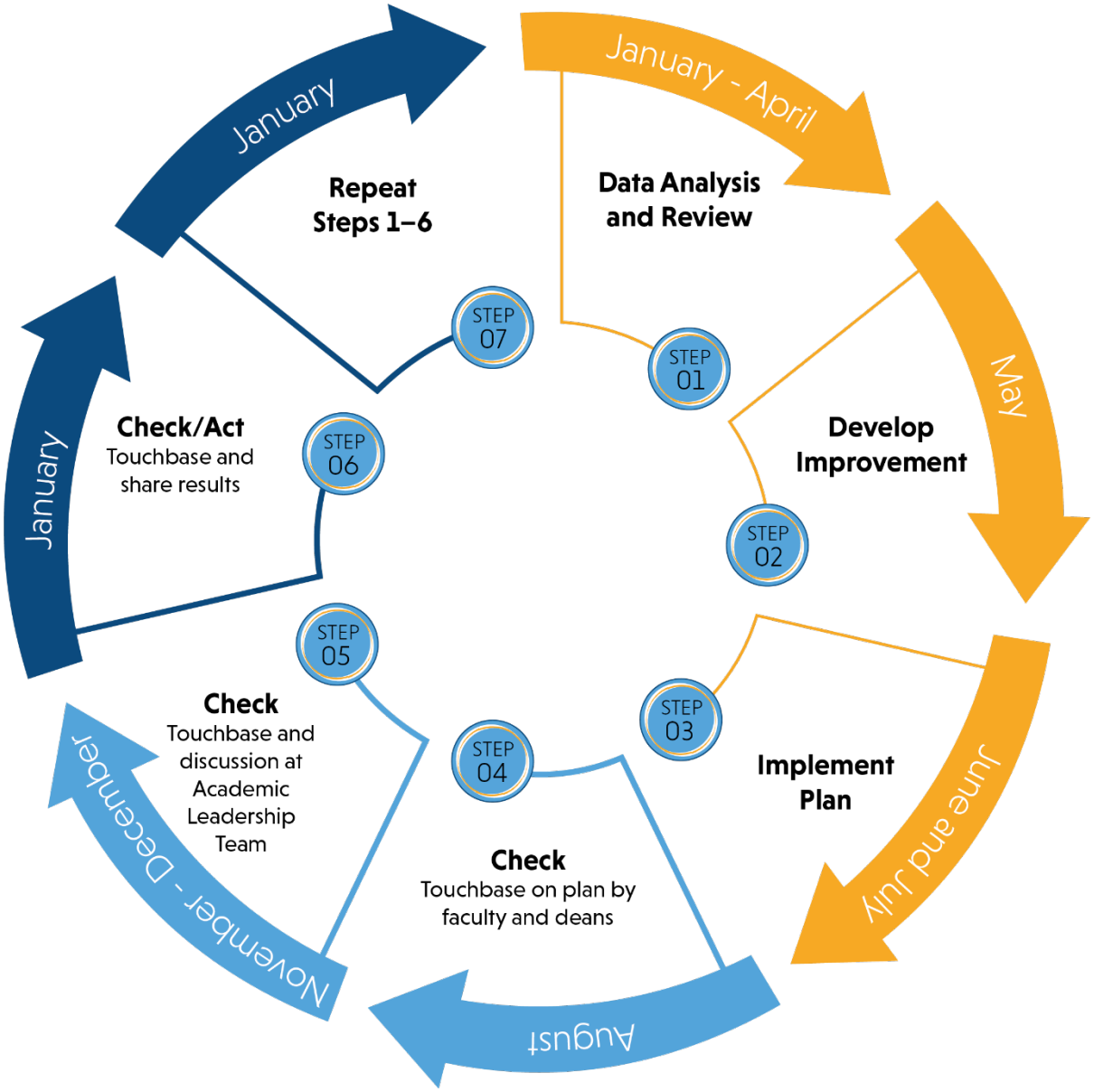
By identifying the strengths and challenges in existing programs, the process connects data with strategies to create meaningful improvement activities affecting student learning. The process includes:

- Analysis of data related to student learning
- Review of program effectiveness measurements
- Identification of trends and root cause analysis
- Examination of best practices
- Creation of improvement plans
- Implementation, evaluation, and adjustment of improvement plans based on monitoring

All academic programs undergo a formal review annually as part of Northwood Tech's overall planning process.



ACADEMIC PROGRAM REVIEW PROCESS



ACADEMIC PROGRAM REVIEW PROCESS

Data Analysis and Review. The Academic Program Review process begins with a *self-study*, utilizing program and student learning data. Arrange a time for Institutional Effectiveness to meet with your team between January 1 and March 31 and host a one-hour kick-off meeting with your entire team present. Include faculty, program directors, academic dean and associate deans.

Data serves as a starting point to discuss student learning and program effectiveness in the self-study process. The data from the Program Dashboard, Technical Skills Attainment, Employability Essentials, and other resources create opportunities to ask questions, consider trends, explore best practices, conduct root cause analysis, and fully examine program strengths and opportunities. A review of the current improvement plan provides valuable insight and allows objectives and action items to be modified or carried forward. The Institutional Effectiveness Team will guide you through the available data resources.

Develop the plan for next year. Challenges and opportunities identified while examining the Program Dashboard and other data sources build the improvement plan. Document your plan, including objectives/goals, action items, timelines, and responsible parties. All improvement plan objectives and action items relate to student learning and program effectiveness. All programs require a minimum of one objective as part of the improvement plan. Institutional Effectiveness will provide guidance for documenting your plan. Improvement plans are due by May 31.

Work your plan. New improvement plan activities begin in June and continue one year.

Monitor and Update. Monitoring occurs throughout the improvement plan cycle. The first check-up meeting with faculty, program directors, and deans occurs in August.

Monitor and Update. A discussion of progress occurs in November with Academic Leadership Team.

Monitor and Update. A check-up meeting, review and documentation of midyear results occurs in January. Supportive evidence and data may be included in the progress update. Institutional Effectiveness will provide guidance for updating your plan in the Academic Program Review Workbook.

Review, Report, and Repeat. Examine results of the improvement plan to determine if action items should be modified or carried forward to the next year's improvement plan. Update the required documents by May 31.

Data and Evidence Analysis

Each program conducts an annual analysis of data and evidence. The Program Dashboard includes key information related to student learning and program effectiveness to target for improvement. Academic deans, associate deans, program directors, and faculty collaborate to develop a program improvement plan each year.

Institutional Effectiveness (IE) publishes the Program Dashboard annually. Data definitions included in the profile provide detailed explanations for each indicator and identifies the source of the data. The profile provides data for academic programs and services in the following areas:

- Student demographics
- Capacity and enrollment
- Student performance and success
- Graduate/credential completion information

In addition to the Program Dashboard, Institutional Effectiveness provides labor market analytics related to occupational outcomes of programs, and program benchmark data. Data is pulled from WTCS client reporting, admissions reports, EMSI, Graduate Follow-Up Survey, Peoplesoft, and Cognos. Data from the Program Dashboard, and other quantitative and qualitative sources may be used as indicators of improvement.

Included in the annual review of data and evidence is data from Technical Skill Attainment (TSA). TSA, an initiative adopted by the Wisconsin Technical College System (WTCS), aims to develop, implement, and analyze results from summative assessments of student learning in programs across the state's technical colleges. Through the TSA process, programs measure student achievement of industry relevant program outcomes to ensure graduates have the technical skills needed by employers. Northwood Tech assesses achievement of program outcomes at the individual student level as key measurements of student learning.

Data from the Northwood Tech Employability Essentials provides another data point to be utilized in the Academic Program Review process. Employability Essentials include think critically, communicate clearly, demonstrate professionalism, and think globally.

College level data, although not program specific, may provide additional insight on student satisfaction and engagement. This data comes from the National Community College Benchmarking Project (NCCBP), Noel-Levitz Student Satisfaction Inventory (SSI), and the Community College Survey of Student Engagement (CCSSE) and is provided upon request.

Northwood Tech recognizes co-curricular learning experiences as those designed to support the academic curriculum. In the future, data from co-curricular activities will be assessed and included in the analysis of program data.

Guidelines for Using Data and Evidence Analysis in the Academic Program Review

Data serves as starting point for faculty, program directors, and deans to discuss student learning and effectiveness within programs. The data from the Program Dashboard and other resources create opportunities to ask questions and guide conversations.

Considering the Data: Self-Study Questions to Ask

- What patterns and trends exist in the data?
- How do student outcomes differ by demographics, programs, or other colleges?
- To what extent have past interventions, initiatives, and/or services improved outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What is the career outlook for graduates of this program?
- What is the occupational trend data in careers related to this program?
- What are the characteristics of students who achieve proficiency and of those who do not?
- How do student grades correlate with other assessment results and measures?
- In what areas are your students doing well?
- In what areas are your students struggling?
- If graduation rates are low, are your students being retained year-to-year?
- How are your students doing in course success?
- Is there a difference in student success by delivery method?
- What program outcomes are students not obtaining? Does this relate to your course success data?
- Looking at the previous year's process, have you implemented the plan? What are your results?
- What supporting documents or artifacts provide evidence of your progress and/or results?
- What additional data would be helpful?
- What does the data suggest about retention?
- What does the data suggest about persistence?
- What does the data suggest about course and program completion?

Considering Other Areas: Other Self-Study Questions

- What are strengths, weaknesses, and/or opportunities of the program that affect student learning in the following areas:
    - Academic Advising
    - Accreditation Requirements/Standards/Regulations/Compliance
    - Advisory Committees
    - Budgeting Efficiencies with Enterprise Accounts Tied to Program
    - Career Pathways
    - Collaborations and Partnerships
    - Curriculum Currency and Modifications
    - Delivery Methods
    - Dual Enrollment
    - Equipment and Technology
    - Scheduling
    - Other Topics Specific to the Program

Considering Next Steps: Questions to Ask to Build an Improvement Plan

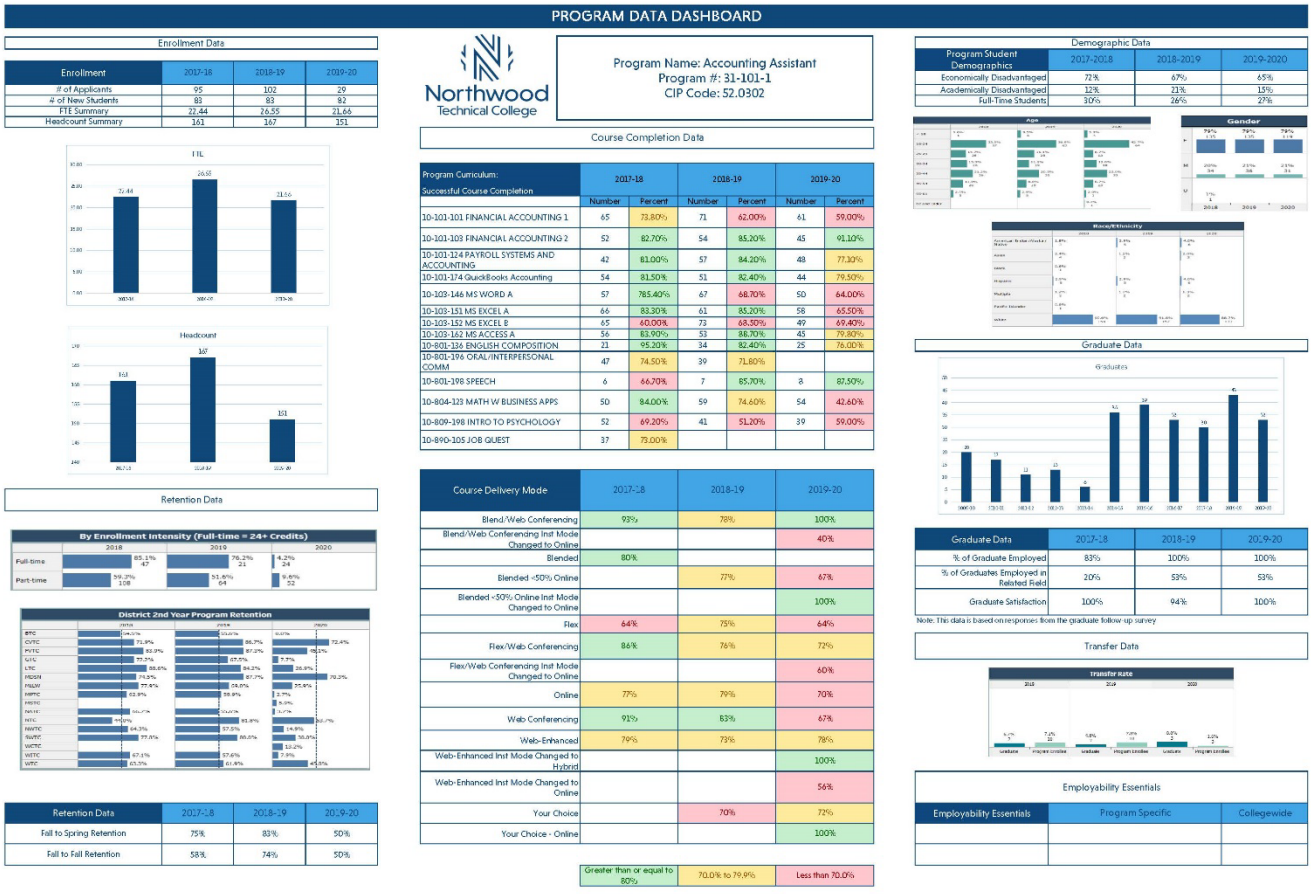
- What gaps exist that could be addressed through an improvement plan?
- Why is it important to close this gap?
- Why does the gap exist?
- What steps could be taken next?
- What additional data might need to be considered?
- What should you keep doing? What should you add?
- What strategies might be most effective?
- What resources would be needed to implement an improvement plan?
- What does this conversation make you think about in terms of your own practice in the classroom?
- What are the implications for equity?
- How might you evaluate the effectiveness of the improvement plan?
- What measurable information can be collected and tracked to demonstrate the effectiveness?

Dashboard and Data Definitions

Institutional Research provides each program with data in the form of a program dashboard. Each program reviews the program effectiveness data and selects areas to target for improvement. The program faculty, program director, and dean work collaboratively to determine actions that would most effectively address opportunities and determine how to best measure the results of their program improvement plan. The sources of dashboard data include WTCS client reporting, admissions reports, EMSI, Graduate Follow-Up Survey, Peoplesoft, and Cognos. Understanding the data on the Program Dashboard begins with an overview of the definitions. Definitions can be found in the appendix, as well as on the program dashboard.

See Figure 1 and the Appendix for a sample of the program dashboard.

Figure 1. Sample Program Dashboard



PROGRAM DATA DASHBOARD

Enrollment Data

Enrollment	2017-18	2018-19	2019-20
# of Applicants	95	102	29
# of New Students	83	83	92
FTE Summary	22.44	26.55	21.66
Headcount Summary	161	167	151

Northwood Technical College

Program Name: Accounting Assistant
Program #: 31-101-1
CIP Code: 52.0302

Demographic Data

Program Student Demographics	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	72%	67%	65%
Academically Disadvantaged	12%	21%	15%
Full-Time Students	30%	26%	27%

Course Completion Data

Program Curriculum: Successful Course Completion	2017-18		2018-19		2019-20	
	Number	Percent	Number	Percent	Number	Percent
10-101-101 FINANCIAL ACCOUNTING 1	65	73.80%	71	62.00%	61	59.00%
10-101-103 FINANCIAL ACCOUNTING 2	52	82.70%	54	85.20%	45	91.10%
10-101-124 PAYROLL SYSTEMS AND ACCOUNTING	42	81.00%	57	84.20%	48	77.10%
10-101-174 QuickBooks Accounting	54	81.50%	51	82.40%	44	79.50%
10-103-146 MS WORD A	57	785.40%	67	68.70%	50	64.00%
10-103-151 MS EXCEL A	66	83.30%	61	85.20%	58	65.50%
10-103-152 MS EXCEL B	65	60.00%	73	68.50%	49	69.40%
10-103-162 MS ACCESS A	56	83.90%	53	86.70%	45	79.80%
10-801-136 ENGLISH COMPOSITION	21	95.20%	34	82.40%	25	76.00%
10-801-196 ORAL/INTERPERSONAL COMM	47	74.50%	39	71.80%		
10-801-198 SPEECH	6	66.70%	7	85.70%	8	87.50%
10-804-123 MATH W BUSINESS APPS	50	84.00%	59	74.60%	54	42.60%
10-809-198 INTRO TO PSYCHOLOGY	52	69.20%	41	51.20%	39	59.00%
10-890-105 JOB QUEST	37	75.00%				

Graduate Data

Graduate Data	2017-18	2018-19	2019-20
% of Graduate Employed	83%	100%	100%
% of Graduates Employed in Related Field	20%	53%	53%
Graduate Satisfaction	100%	94%	100%

Note: This data is based on responses from the graduate follow up survey

Retention Data

Retention Data	2017-18	2018-19	2019-20
Fall to Spring Retention	75%	83%	50%
Fall to Fall Retention	58%	74%	50%

Course Delivery Mode	2017-18	2018-19	2019-20
Blend/Web Conferencing	93%	78%	100%
Blend/Web Conferencing Inst Mode Changed to Online			40%
Blended	80%		
Blended <50% Online		77%	67%
Blended <50% Online Inst Mode Changed to Online			100%
Flex	64%	75%	64%
Flex/Web Conferencing	84%	76%	72%
Flex/Web Conferencing Inst Mode Changed to Online			60%
Online	77%	79%	70%
Web Conferencing	91%	83%	67%
Web-Enhanced	79%	73%	78%
Web-Enhanced Inst Mode Changed to Hybrid			100%
Web-Enhanced Inst Mode Changed to Online			56%
Your Choice		70%	72%
Your Choice - Online			100%

Greater than or equal to 80% | 70.0% to 79.9% | Less than 70.0%

Transfer Data

Employability Essentials

Employability Essentials	Program Specific	Collegewide

The purpose of the Academic Program Review Workbook (aka: The Workbook) is to capture information, challenges, and opportunities identified through the self-study and data analysis related to student learning or program effectiveness in the Academic Program Review Process. This information is utilized to build the program improvement plan, documenting planned activities, goals, and achievements for the next year.

The Workbook is a fillable form that provides a space to record information from three areas: the self-study/data analysis; the annual improvement plan; and plan updates. Purposefully broad and open, the Workbook allows each program team to tailor the discussion and improvement plans to the unique needs of each program.

The Workbook: Section 1

The first section of the Workbook includes basic information on the program name, year of the academic program review, and the names of individuals working as a team on the academic program review. The section also provides space to capture details or summarize discussions based on the self-study or data analysis. Data serves as a starting point for faculty, program directors, and deans to discuss student learning and effectiveness within programs. Using the data from the Program Dashboard and responses to the suggested guiding questions mentioned previously, the academic program review team identify information/topics to be further discussed as an area for improvement. Examples of general information/topics identified through the self-study or data analysis and documented in the Workbook include:

- Identified trends
- Root cause analysis of trends or issues
- Best practices
- Program strengths and opportunities in areas such as:
    - Academic Advising
    - Accreditation Requirements/Standards/Regulations/Compliance
    - Advisory Committees
    - Budgeting Efficiencies with Enterprise Accounts Tied to Program
    - Career Pathways
    - Collaborations and Partnerships
    - Curriculum Currency and Modifications
    - Delivery Methods
    - Dual Enrollment
    - Equipment and Technology
    - Scheduling
    - Other Topics Specific to the Program
- Summarization of course updates, program updates or modifications
- External changes in industry or technology that impact student learning or program effectiveness

The first section of the Workbook is completed between January 1 and March 31 of each year.

The Workbook: Section 2

After completing the self-study and data analysis, the academic program review team determines the improvement plan focused on student learning or program effectiveness. Improvement plans for the program are documented in Section 2 of the Workbook and include detailed information on the objective or goal, action items, responsible persons, timeline, resources needed, and metric/measurable outcome. For assistance with establishing measurable outcomes or metrics, please contact Institutional Research team at IRTeam@NorthwoodTech.edu. **Programs are required to develop a minimum of one improvement plan objective/goal annually**.

The Workbook: Section 3

Monitoring progress is a crucial part of any improvement plan. Two times per year, each program will provide an update related to the improvement plan. Updates will occur in January and in May. All updates are provided to the Academic Dean for approval.

APPENDIX

Academic Program Review Workbook 12

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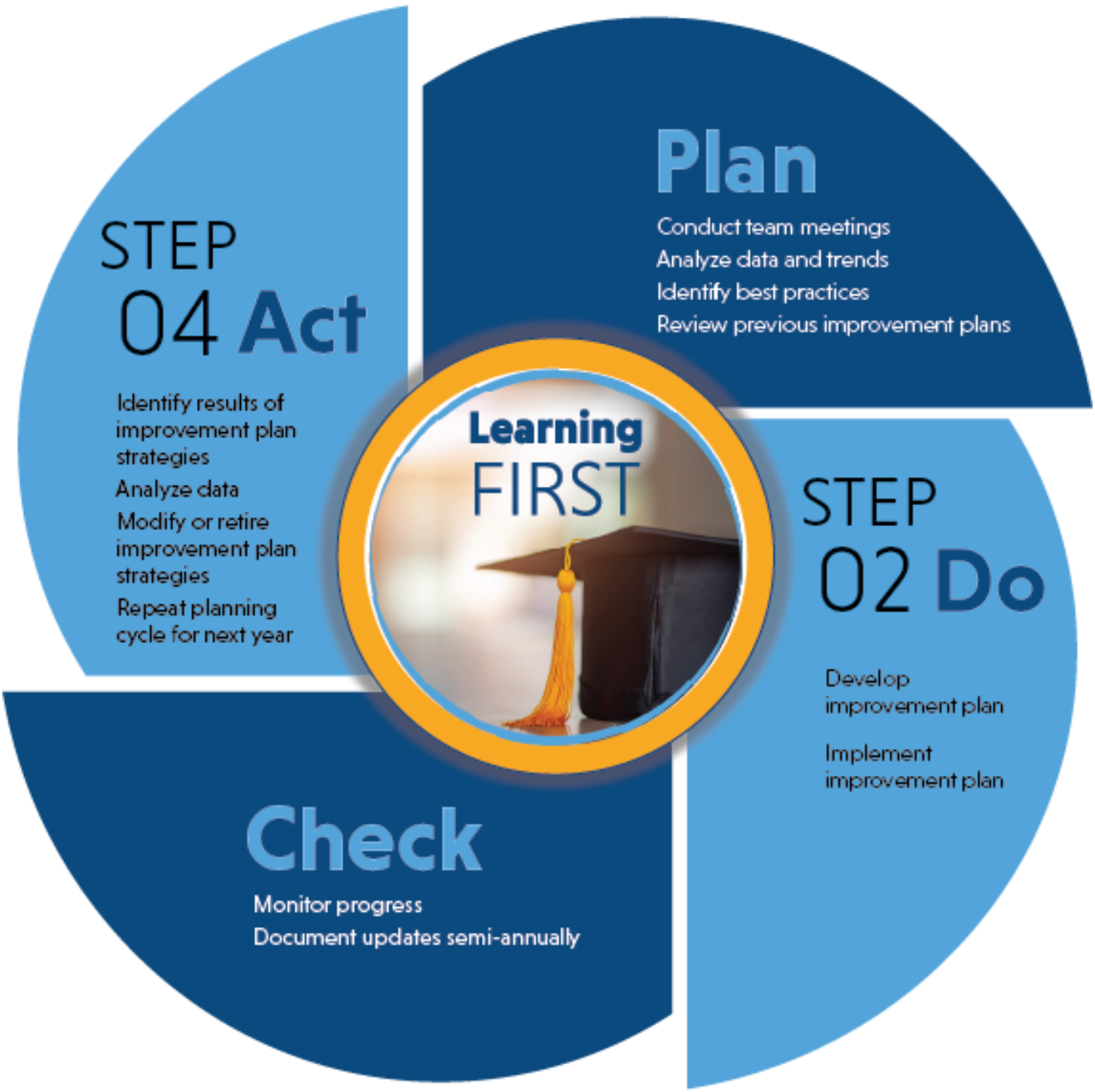
Sample Employability Essentials Rubric 21

Sample Program Dashboard 23

Sample Academic Program Review Workbook 24

Sample Technical Skills Attainment Results 30

The purpose of the Academic Program Review Workbook (aka: The Workbook) is to capture information, challenges, and opportunities identified through the self-study and data analysis related to student learning or program effectiveness in the Academic Program Review Process. This information is utilized to build the program improvement plan, documenting planned activities, goals, and achievements for the next year.



The Workbook, Section 1: Team Identification, Self-Study, and Data Analysis

Welcome to the Academic Program Review process. Please complete Section 1 of the Workbook between January 1 and March 31.

Team Identification

Team members should consist of faculty, deans, program directors, and associate deans. After identifying your team and scheduling your team meeting, please complete the table below.

Program Profile & Team Member Listing

Program Name & Number:	Review Year:
Program Accreditation ☐ Yes ☐ No	

Team Members	Title	Email

Self-Study and Data Analysis

The Academic Program Review process begins with a *self-study*, utilizing program and student learning data. Data serves as starting point to discuss student learning and program effectiveness in the self-study process. The data from the Program Dashboard, Technical Skills Attainment, Employability Essentials, the current improvement plan, and other resources create opportunities to ask questions, consider trends, explore best practices, conduct root cause analysis, and fully examine program strengths and opportunities.

Examine the data from the Program Dashboard. Using the questions below as a guide to review the data, identify strengths and opportunities related to the program. Focus on student learning and program effectiveness in your discussions.

- What patterns and trends exist in the data?
- How do student outcomes differ by demographics, programs, or other colleges?
- To what extent have past interventions, initiatives, and/or services improved outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What is the career outlook for graduates of this program?

- What is the occupational trend data in careers related to this program?
- What are the characteristics of students who achieve proficiency and of those who do not?
- How do student grades correlate with other assessment results and measures?
- In what areas are your students doing well?
- In what areas are your students struggling?
- If graduation rates are low, are your students being retained year-to-year?
- How are your students doing in course success?
- Is there a difference in student success by delivery method?
- What program outcomes are students not obtaining? Does this relate to your course success data?
- Looking at the previous year's process, have you implemented the plan? What are your results?
- What supporting documents or artifacts provide evidence of your progress and/or results?
- What additional data would be helpful?
- What does the data suggest about retention?
- What does the data suggest about persistence?
- What does the data suggest about course and program completion?
- What gaps exist that could be addressed through an improvement plan?
- Why is it important to close this gap?
- Why does the gap exist?
- What steps could be taken next?
- What additional data might need to be considered?
- What should you keep doing? What should you add?
- What strategies might be most effective?
- What resources would be needed to implement an improvement plan?
- What does this conversation make you think about in terms of your own practice in the classroom?
- What are the implications for equity?
- How might you evaluate the effectiveness of the improvement plan?
- What measurable information can be collected and tracked to demonstrate the effectiveness?
- What best practices, opportunities, or challenges exist with academic advising, accreditation, advisory committees, career pathways, curriculum currency, delivery methods, dual enrollment, technology, scheduling, or other program topics?

Based on the review of the data and discussion, identify key areas of strength or opportunity that may be considered in an annual improvement plan for the program. Complete the table below by March 31.

Data Analysis & Self-Study

Information/Topic Reviewed	Strengths	Opportunities	Potential Improvement Plan Action Item Related to Information/Topic Reviewed

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

The Workbook, Section 2: Program Improvement Plan

Challenges and opportunities identified while examining the Program Dashboard and other data sources build the improvement plan. After completing the self-study and data analysis, the academic program review team determines the improvement plan focused on study learning. Improvement plans for the program are documented in Section 2 of the Workbook and include

detailed information on the objective or goal, action items, responsible persons, timeline, resources needed, and metric/measurable outcome.

For assistance with establishing measurable outcomes or metrics, please contact Institutional Research team at IRTeam@NorthwoodTech.edu. All improvement plan objectives and action items relate to student learning. All programs require a minimum of one objective/goal as part of the improvement plan each year.

Complete the table below to document your plan. Your plan should include objectives/goals, action items, timelines, and responsible parties. Improvement Plans must be completed by May 31.

The **objective** of the improvement plan is a measurable, specific, timebound action the team takes to meet an overall goal. Objectives represent the result that you aim to achieve and includes the strategy that you will use to get there. The **metric/measure** is a quantifiable measure to track, monitor, and assess the success of the objectives.

Program Improvement Plan(s)

Improvement Plan #1 Objective:		**Metric/Measure:**
Action Items	**Person(s) Responsible**	**Timeline & Resources needed**
Improvement Plan #2 Objective:		**Metric/Measure:**
Action Items	**Person(s) Responsible**	**Timeline & Resources needed**
Improvement Plan #3 Objective:		**Metric/Measure:**
Action Items	**Person(s) Responsible**	**Timeline & Resources needed**

Program Dean's Signature	**Date**

Note: Programs with specialized accreditation self-study or report activities may use the accreditation documentation of self-study or improvement activities in lieu of this document for the program improvement plan.

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

The Workbook, Section 3: Monitor and Update Progress

Monitoring of the improvement plan occurs throughout the year. A check-up meeting, review and documentation of midyear results occurs in January and in May. Supportive evidence and data may be included in the progress update.

Please complete the table below as part of the monitoring schedule. The 6-month update is completed in January, and the 1-year update is completed in May.

Monitor and Review

6-month update (January)	**Metric Result/Outcome**
Dean's Signature	Date
1-year update (May)	**Metric Result/Outcome**
Program Dean's Signature	**Date**

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

DATA DEFINITIONS

Academically Disadvantaged:
Enrollment in a Basic Education course or other documentation demonstrating the student is failing to attain minimal academic competencies as defined by the WTCS Client Reporting Manual.

Applicants, Number of:
Spring and fall terms were combined to get the total number for the year. Students that were listed on the report with the same ID, term and program were removed to eliminate any duplicates. To ensure a count of every applicant, the count includes all students regardless of their PeopleSoft status: Applicant, Admitted, Matriculated, WADM, WAPP.

Course Completion:

> **Course Completion – Technical**: Percent of courses within the programs curriculum successfully completed by program students.
>
> **Course Completion – General Education**: Percent of academic courses within the programs curriculum successfully completed by program students.

Disabilities:
Count of program students and percent of program students to total program students who have disabilities as defined in PeopleSoft. Aligns with the client reporting definitions of: Deaf, Deaf-Blind, Hard of Hearing, Intellectual Disability, Multi Disabled, Mobility-Orthopedic Disability, Other Health Impairment, Psychological Disability, Specific Learning Disability, Speech or Language Disability, Visual Disability, Autism Spectrum Disorder, Traumatic Brian Injury or Self-Identified.

Economically Disadvantaged:
Includes any individual or member of a family who receives need-based financial assistance, or whose income is at or below the poverty level as defined by the US Department of Health and Human Services.

Employability Essentials:
The Employability Essentials at Northwood Tech represent the educational values of the College. They are the knowledge, skills, and abilities students are expected to develop as a result of their overall experiences at Northwood Tech. The Employability Essentials are assessed in all programs greater than one year.

Female:
Count of program students, and percent of program students to total program students, that self-reported as female. Those who refused to answer are not counted here.

Financial Aid:
Count of program students and percent of program students to total program students who are defined as 'need-based' for financial aid. This number will include PELL grants but not other resources.

Full Time:
Count of program students and percent of program students to total program students who were enrolled in 24 or more credits each year.

FTE:
FTE stands for full-time equivalent. The Wisconsin Technical College System (WTCS) and Northwood Tech measure a full-time equivalent student based on a standardized number of credits. One full-time equivalent (FTE) is the equivalent of one student enrolled in 30 credits per academic year.

FTE Summary:
Number of FTE generated by FY using Cognos Daily Cube (CSWSR001).

Graduates:
Number of Graduates: Number of graduates between June 1 - May 31 of fiscal year.

> **Percent of Graduates Employed**: Number of Graduate Follow-Up Survey respondents who reported they were available for employment.
>
> **Percent of Graduates Employed Related**: Percentage of students who reported being employed in a field related to their degree divided by the number of students who reported being employed.

Goal:
Broad outcome that you wish to achieve. The goal does not have to be specific or have clearly defined actions.

Headcount Summary:
Number of Headcount generated by FY using Cognos Daily Cube (CSWSR001).

Male:
Count of program students and percent of program students to total program students who self-reported as male. Those who refused to answer are not counted here.

Minorities:
Count of program students and percent of program students to total program students who are not 'white' or not 'refuse to answer'. Aligns with the client reporting definitions of: American Indian/ Alaskan Native, Asian, Black, Hispanic, and Native Hawaiian/Pacific Islander.

New Students, Number of:
Number of students that were new to the program based on program and admit term.

Part Time:
Count of program students and percent of program students to total program students who were enrolled in less than 24 credits per year.

Objectives:
The specific, measurable and time bound implementation steps to attain the identified goal. Objectives represent the result that you aim to achieve and includes the strategy that you will use to get there.

DATA DEFINITIONS

Metric:
The quantifiable measure to track, monitor and assess the success or failure of the goal/objectives.

Retention:

Fall to Spring: Percent of new program students retained from the fall semester to the spring semester in the same program.

First Year to Second Year: Percent of new program students retained to the second year in the same program.

2nd Year Retention: Percent of new program students retained from fall semester to the fall semester.

TSA (Technical Skills Assessment):
Number of students reported to the WTCS that have met/not met TSA program outcomes.

Met: Number of students who have an assessment value of 'Met'.

Not Met: Number of students who have an assessment value of 'Not Met'.

Not Assessed: Number of students who have an assessment value of 'Not Assessed'.

Transfer:

Non-graduate transfer: Percent of program student non-graduates transferring to a non-WTCS 2-year or 4-year, public or private university within one year.

Graduate transfer: Percent of program student graduates transferring to a non-WTCS year or 4-yer, public or private university within one year.

Northwood Technical College

Employability Essentials

Communicate Clearly

Write clearly, concisely and accurately						
	What is being assessed	**0**	**1**	**2**	**3**	
Organization	Clear and consistent organizational pattern based on the type of writing including a clear beginning, middle, and end with transitions as needed	Does not develop a clear organizational pattern.	Develops a recognizable organizational pattern.	Develops a clear and consistent organizational pattern.	Develops an organizational pattern that enhances flow and cohesiveness through the whole work.	/3
Mechanics	Quality of language used to communicate meaning and control over grammar and mechanics of writing	Shows minimal understanding of writing basics. Errors in mechanics distract from meaning.	Shows understanding of mechanics. Conveys meaning although may have some errors.	Shows competent use of writing to clearly convey meaning with minor errors.	Shows skillful use of writing to communicate meaning with clarity and fluency.	/3
Support	Main ideas supported by details consistent with the type of writing to establish the writer's credibility or authority on the topic. Items may include explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, accurate situational assessments, correct terminology, etc.	Information provided demonstrates minimal support to establish credibility.	Information provided demonstrates inconsistent support to establish credibility.	Information provided generally supports the writer's arguments and credibility.	Information provided is applicable and enhances the writer's arguments and credibility.	/3
Audience/Purpose	Content, organizational structure, and language choice in relation to the intended audience for and purpose of the piece of writing	Demonstrates minimal understanding of the intended audience and purpose and no elements of the written work are appropriate for the intended audience and purpose	Demonstrates basic understanding of the intended audience and purpose and some elements of the written work are appropriate for the intended audience and purpose	Demonstrates sufficient understanding of the intended audience and purpose to engage the audience and follow the conventions of the audience and purpose	Demonstrates a strong understanding of the audience and purpose of the piece that responds effectively to the audience's expectations and adheres to the conventions of the audience and purpose	/3
		TOTAL				/12

FINAL

Northwood Technical College

Employability Essentials

Demonstrate Professionalism

	0	1	2	3	
Participates positively in learning activities	Does not participate positively in learning activities.	Participates positively in learning activities with reminders.	Participates positively in learning activities most of the time without reminders.	Participates positively in learning activities consistently.	/3
Completes tasks to the stated expectations	Does not complete tasks to the stated expectations and is often off task.	Meets expectations and stays on task with reminders.	Meets stated expectations and stays on task most of the time without reminders.	Meets stated expectations and is on task consistently.	/3
Demonstrates appropriate industry attire	Does not demonstrate appropriate industry attire.	Demonstrates appropriate industry attire with reminders.	Demonstrates appropriate industry attire most of the time without reminders.	Demonstrates appropriate industry attire consistently.	/3
Demonstrates a respectful attitude toward others	Does not demonstrate a respectful attitude toward others.	Demonstrates a respectful attitude toward others with reminders.	Demonstrates a respectful attitude toward others most of the time without reminders.	Demonstrates a respectful attitude toward others consistently.	/3
Works independently before seeking assistance from instructor	Does not attempt to work independently before seeking assistance.	Works independently before seeking assistance with reminders.	Works independently before seeking assistance most of the time without reminders.	Works independently before seeking assistance consistently.	/3
Appreciates and implements constructive criticism	Is not receptive to constructive criticism.	Accepts, yet may not apply constructive criticism.	Accepts and applies constructive criticism most of the time without reminders.	Accepts and applies constructive criticism consistently.	/3
Collaborates with others when teamwork required	Does not collaborate with others.	Collaborates with others with reminders.	Collaborates with others most of the time without reminders.	Collaborates with others, often providing leadership consistently.	/3
	TOTAL				**/21**

FINAL

SAMPLE PROGRAM DASHBOARD

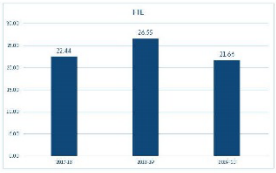
PROGRAM DATA DASHBOARD

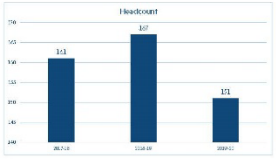
Northwood Technical College

Program Name: Accounting Assistant
Program #: 31-101-1
CIP Code: 52.0302

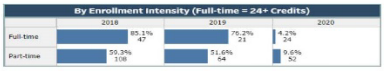
Enrollment Data

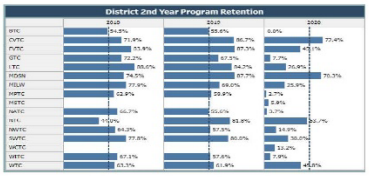
Enrollment	2017-18	2018-19	2019-20
# of Applicants	95	102	79
# of New Students	83	83	82
FTE Summary	22.44	26.55	21.66
Headcount Summary	161	167	151





Retention Data





Retention Data	2017-18	2018-19	2019-20
Fall to Spring Retention	75%	83%	50%
Fall to Fall Retention	58%	74%	50%

Course Completion Data

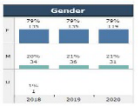
Program Curriculum: Successful Course Completion	2017-18		2018-19		2019-20	
	Number	Percent	Number	Percent	Number	Percent
10-101-101 FINANCIAL ACCOUNTING 1	65	79.80%	71	62.00%	61	59.00%
10-101-103 FINANCIAL ACCOUNTING 2	52	82.70%	54	85.20%	45	91.10%
10-101-124 PAYROLL SYSTEMS AND ACCOUNTING	42	81.00%	57	84.20%	48	77.10%
10-101-174 QuickBooks Accounting	54	81.50%	51	82.40%	44	79.50%
10-103-146 MS WORD A	57	785.40%	67	68.70%	50	64.00%
10-103-151 MS EXCEL A	66	83.30%	61	85.20%	58	65.50%
10-103-152 MS EXCEL B	65	60.00%	73	68.50%	49	69.40%
10-103-162 MS ACCESS A	56	83.90%	53	68.70%	45	79.80%
10-801-136 ENGLISH COMPOSITION	21	95.20%	34	82.40%	25	76.00%
10-801-196 ORAL/INTERPERSONAL COMM	47	74.50%	39	71.80%		
10-801-198 SPEECH	6	66.70%	7	85.70%	8	87.50%
10-804-123 MATH W BUSINESS APPS	50	84.00%	59	74.60%	54	42.60%
10-809-198 INTRO TO PSYCHOLOGY	52	69.20%	41	51.20%	39	59.00%
10-890-105 JOB QUEST	37	73.00%				

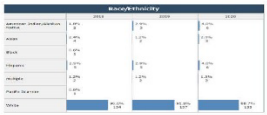
Course Delivery Mode	2017-18	2018-19	2019-20
Blend/Web Conferencing	93%	78%	100%
Blend/Web Conferencing Inst Mode Changed to Online			40%
Blended	80%		
Blended <50% Online		77%	67%
Blended <50% Online Inst Mode Changed to Online			100%
Flex	64%	75%	64%
Flex/Web Conferencing	84%	76%	72%
Flex/Web Conferencing Inst Mode Changed to Online			60%
Online	77%	79%	70%
Web Conferencing	91%	83%	67%
Web-Enhanced	79%	73%	78%
Web-Enhanced Inst Mode Changed to Hybrid			100%
Web-Enhanced Inst Mode Changed to Online			56%
Your Choice		70%	72%
Your Choice - Online			100%

Greater than or equal to 80%	70.0% to 79.9%	Less than 70.0%

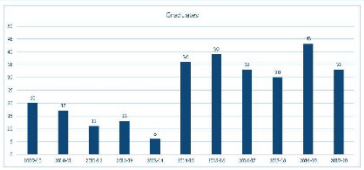
Demographic Data

Program Student Demographics	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	72%	67%	65%
Academically Disadvantaged	12%	21%	15%
Full-Time Students	90%	26%	27%





Graduate Data



Graduate Data	2017-18	2018-19	2019-20
% of Graduate Employed	83%	100%	100%
% of Graduates Employed in Related Field	20%	53%	53%
Graduate Satisfaction	100%	94%	100%

Note: This data is based on responses from the graduate follow-up survey

Transfer Data

Employability Essentials

Employability Essentials	Program Specific	Collegewide

The Workbook, Section 1: Team Identification, Self-Study, and Data Analysis

Welcome to the Academic Program Review process. Please complete Section 1 of the Workbook between January 1 and March 31.

Team Identification

Team members should consist of faculty, deans, program directors, and associate deans. After identifying your team and scheduling your team meeting, please complete the table below.

Program Profile & Team Member Listing

Program Name & Number: Agricultural Power and Equipment Technician 32-454-1	**Review Year**: 2022
Program Accreditation ☐ Yes ☒ No	

Team Members	Title	Email
Pam Brunclik	Academic Dean	pam.brunclik@NorthwoodTech.edu
Heath Swanson	Program Faculty	heath.swanson@NorthwoodTech.edu
Lee Fiedler	Program Faculty	lee.fielder@NorthwoodTech.edu
Brian Vrtis	Counselor	brian.vrtis@NorthwoodTech.edu
Rose Cibulka	Associate Dean	rose.cibulka@NorthwoodTech.edu
Sarah Noreen	Faculty, General Studies	sarah.noreen@NorthwoodTech.edu
Student	Student	first.last@my.NorthwoodTech.edu

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Self-Study and Data Analysis

The Academic Program Review process begins with a *self-study*, utilizing program and student learning data. Data serves as starting point to discuss student learning and program effectiveness in the self-study process. The data from the Program Dashboard, Technical Skills Attainment, Employability Essentials, the current improvement plan, and other resources create opportunities to ask questions, consider trends, explore best practices, conduct root cause analysis, and fully examine program strengths and opportunities.

Examine the data from the Program Dashboard. Using the questions below as a guide to review the data, identify strengths and opportunities related to the program. Focus on student learning and program effectiveness in your discussions.

- What patterns and trends exist in the data?
- How do student outcomes differ by demographics, programs, or other colleges?
- To what extent have past interventions, initiatives, and/or services improved outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What is the career outlook for graduates of this program?
- What is the occupational trend data in careers related to this program?

- What are the characteristics of students who achieve proficiency and of those who do not?
- How do student grades correlate with other assessment results and measures?
- In what areas are your students doing well?
- In what areas are your students struggling?
- If graduation rates are low, are your students being retained year-to-year?
- How are your students doing in course success?
- Is there a difference in student success by delivery method?
- What program outcomes are students not obtaining? Does this relate to your course success data?
- Looking at the previous year's process, have you implemented the plan? What are your results?
- What supporting documents or artifacts provide evidence of your progress and/or results?
- What additional data would be helpful?
- What does the data suggest about retention?
- What does the data suggest about persistence?
- What does the data suggest about course and program completion?
- What gaps exist that could be addressed through an improvement plan?
- Why is it important to close this gap?
- Why does the gap exist?
- What steps could be taken next?
- What additional data might need to be considered?
- What should you keep doing? What should you add?
- What strategies might be most effective?
- What resources would be needed to implement an improvement plan?
- What does this conversation make you think about in terms of your own practice in the classroom?
- What are the implications for equity?
- How might you evaluate the effectiveness of the improvement plan?
- What measurable information can be collected and tracked to demonstrate the effectiveness?
- What best practices, opportunities, or challenges exist with academic advising, accreditation, advisory committees, career pathways, curriculum currency, delivery methods, dual enrollment, technology, scheduling, or other program topics?

Based on the review of the data and discussion, identify key areas of strength or opportunity that may be considered in an annual improvement plan for the program. Complete the table below by March 31.

Data Analysis & Self-Study

Information/Topic Reviewed	Strengths	Opportunities	Potential Improvement Plan Action Item Related to Information/Topic Reviewed
Course completion data	A majority of courses are completed successfully by students, with 12 of 19 courses in the program completing at 100%	Completion rates in Engines 2 for Ag Mechanics/Advanced Engines have been declining. Completion rates in Advanced Communication Skills declined from the previous year	Review the curriculum and test results for competencies. Determine the cause of the decline. Is it not completing projects or specific competencies? Consider adjusting the curriculum.
Graduate data	100% of graduates are employed	Graduates employed in related field has declined from 100% to 82%	Review data with advisory committee

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

The Workbook, Section 2: Program Improvement Plan

Challenges and opportunities identified while examining the Program Dashboard and other data sources build the improvement plan. After completing the self-study and data analysis, the academic program review team determines the improvement plan focused on study learning. Improvement plans for the program are documented in Section 2 of the Workbook and include detailed information on the objective or goal, action items, responsible persons, timeline, resources needed, and metric/measurable outcome.

For assistance with establishing measurable outcomes or metrics, please contact Institutional Research team at IRTeam@NorthwoodTech.edu. All improvement plan objectives and action items relate to student learning. All programs require a minimum of one objective/goal as part of the improvement plan each year.

Complete the table below to document your plan. Your plan should include objectives/goals, action items, timelines, and responsible parties. Improvement Plans must be completed by May 31.

The **objective** of the improvement plan is a measurable, specific, timebound action the team takes to meet an overall goal. Objectives represent the result that you aim to achieve and includes the strategy that you will use to get there. The **metric/measure** is a quantifiable measure to track, monitor, and assess the success of the objectives.

Program Improvement Plan(s)

Improvement Plan #1 Objective: Increase successful completion of the Advanced Engines course by 8% (or 70% success rate) no later than June 2022		**Metric/Measure:** Successful course completion data
Action Items	**Person(s) Responsible**	**Timeline & Resources needed**
Review tests and course assignments in Advanced Engines course for patterns or competencies students struggle with.	Program faculty, associate dean	Summer and fall 2022; Time is needed resource
Identify strategies to address the gap where students are struggling to complete or not attaining passing grades	Program faculty, associate dean	Fall 2022; time is the needed resource
Improvement Plan #2 Objective:		**Metric/Measure:**
Action Items	**Person(s) Responsible**	**Timeline & Resources needed**
Improvement Plan #2 Objective:		**Metric/Measure:**

Action Items	Person(s) Responsible	Timeline & Resources needed

Program Dean's Signature Pam Brunclik	Date 02/15/2022

Note: Programs with specialized accreditation self-study or report activities may use the accreditation documentation of self-study or improvement activities in lieu of this document for the program improvement plan.

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

The Workbook, Section 3: Monitor and Update Progress

Monitoring of the improvement plan occurs throughout the year. A check-up meeting, review and documentation of midyear results occurs in January and in May. Supportive evidence and data may be included in the progress update.

Please complete the table below as part of the monitoring schedule. The 6-month update is completed in January, and the 1-year update is completed in May.

Monitor and Review

6-month update (January)	Metric Result/Outcome
Dean's Signature	Date
1-year update (May)	Metric Result/Outcome
Program Dean's Signature	Date

Upon completion of the above tables, save the document to the Connection:

1. On the Connection, navigate to: https://mywitc.sharepoint.com/sites/S_academicprogramreview/AnnualProgramReviews/Forms/AllItems.aspx?viewpath=%2Fsites%2FS%5Facademicprogramreview%2FAnnualProgramReviews%2FForms%2FAllItems%2Easpx.
2. Find your program file.
3. Save a copy of the Workbook in your program file, including the year of the review (e.g. Accounting 2022; Administrative Professional 2022; Welding 2022).

Northwood Technical College

10-091-1 Veterinary Technician

Performance Assessment Tasks

10-091-1 Veterinary Technician WTCS TSA Scoring Guide

Directions

This summative assessment scoring guide will be used to determine if you have met the program outcomes at the end of the program. To meet the requirements on the scoring guide, you will be asked to draw upon the skills and concepts that have been developed throughout the program and are necessary for successful employment in your field. Your instructor will provide detailed instructions on how this rubric will be used. After your instructor completes this scoring guide, you will receive feedback on your performance including your areas of accomplishment and areas that need improvement.

Target Program Outcomes

1. Manage veterinary business functions
2. Integrate all aspects of patient management for anesthetic, surgical, and medical nursing procedures
3. Produce diagnostic radiographic images
4. Perform laboratory procedures
5. Administer prescribed drugs

Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

Scoring Standard

You must receive a rating of "met" on each criterion in order to successfully complete this assessment.

Scoring Guide

Criteria	Ratings	
Manage veterinary business functions	**MET**	**NOT MET**
communicate professionally in written,oral, and non-verbal formats		
apply ethics and laws to all activities		
manage office procedures		
COMMENTS:		
Integrate all aspects of patient management for anesthetic, surgical, and medical nursing procedures	**MET**	**NOT MET**
perform patient assessment techniques in a variety of animal species		
manage patients in all phases of anesthesia		
demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species		
maintain anesthetic delivery and monitoring instruments and equipment		
integrate all aspects of patient management for common surgical procedures in a variety of animal species		
provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures		
COMMENTS:		
Produce diagnostic radiographic images	**MET**	**NOT MET**
position the animal		
expose the radiographic image		
process the radiographic image		
COMMENTS:		
Perform laboratory procedures	**MET**	**NOT MET**
perform cytologic evaluation		
perform microbiologic procedures/evaluations		
perform diagnostics procedures for parasites		
perform urinalysis		
perform blood related laboratory tests		
COMMENTS:		
Administer prescribed drugs	**MET**	**NOT MET**
administer prescribed drugs to patients		
explain prescribed drugs to clients		
dispense prescribed drugs to clients		
TSA Assessment Score:	MET	NOT MET

Note: Each program outcome and the over-all requirements must earn a rating of "Met" to achieve an over-all score of "Met" on the assessment.

Student Name:		**ID#:**	
Evaluator Signature:		**Date:**	