

**MOST RECENT CHANGES****Version #2**

1. Replaces former Program Review and Annual Academic Appraisal Policies.
2. Establishes a six-year cycle analyzing the prior years' data and planning for the next six years.
3. Scheduling SWOT analysis.
4. Clarifies or establishes the roles of the participants, including the Academic Standards Committee, the Office of Assessment and Accreditation, and the Institutional Effectiveness Council.

I. POLICY PURPOSE

- A. This policy provides a method to collect, analyze, and review data about performance of programs for the purpose of academic planning to allocate resources appropriately. Information from academic appraisals may lead to expansion, reduction or elimination of academic programs. The review aligns with NSHE strategic goals and CSN's strategic plan.
- B. This policy replaces the Annual Academic Appraisal Policy and the Academic Program Review Policy.

II. POLICY STATEMENT

- A. This policy provides:
 1. for the collection, analysis and review of data and information for academic planning, which may include decisions about size, scope, and resource allocation;
 2. an opportunity for academic units (units at the college that offer disciplines and programs) to perform self-evaluation, analysis, planning and development of action plans; and
- B. It establishes a mechanism for communicating the data, the results of self-evaluation and the action plans to all interested parties.

III. PROCEDURE

- A. These procedural steps shall be taken according to the timeline in Attachment B.
 1. Institutional Research (IR) will provide a prescribed set of data, including enrollment, completion, and transfer figures, data from the NSHE Low Yield Policy (if applicable), and workforce needs to the Department Chairs and/or Program Directors, Academic Appraisal Committee Chair, and the school Deans for the programs and non-programmatic courses being reviewed that year.
 2. Office of Curriculum and Scheduling (OCS) will provide data on space utilization.
 3. Department Chairs and/or Program Directors:
 - a. check the data from IR and OCS for accuracy and completeness;
 - b. compile evidence from annual assessment reports, current assessment report data, supporting assessment action plans, feedback from peer assessment committees and Dean's review;
 - c. review lists of factors (attachment G) that may be considered for the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis;
 - d. complete all required sections of the Academic Appraisal Form, listed here:
 - i. **Program Review Summary**, which describes the program, its accomplishments, and primary issues.
 - ii. **Program Overview**, which includes:
 1. program mission;
 2. history of the program;
 3. support of the CSN Strategic Plan

4. support of the NSHE Strategic Goals;
 5. role and purpose of the program; and
 6. partnerships with business and professional or community organizations.
- iii. **Assessment and Student Success Overview**, which includes:
 1. student learning outcomes;
 2. alignment of assessments with CSN's Strategic Plan;
 3. completed, ongoing, and planned assessments;
 4. student success pathways; and
 5. enrollment planning.
 - iv. **Unit Planning**, which includes:
 1. SWOT analysis;
 2. Recommendations and six-year goals; and
 3. Six-year action plan.
4. The school Deans:
 - a. review the IR supplied and OCS supplied data and Program Review forms received from the departments;
 - b. develop action plans in consultation with Department Chairs and/or Program Directors and the faculty of affected disciplines, which must identify every area of concern and must be signed by the relevant dean and Department Chair and/or Program Director; and
 - c. submit the Program Review form and action plans to the Office of Assessment and Accreditation (OAA), Chair of the Academic Standards Committee (ASC), and the Vice President of Academic Affairs (VPAA)
 5. The Academic Standards Committee:
 - a. reviews completed Program Review forms, action plans, and attached assessment documentation;
 - b. returns to the Dean incomplete forms for revision;
 - c. reports to Faculty Senate on any action plans that recommend substantial changes to programs, including their expansion, reduction, or elimination; and any other information related to Academic Appraisals deemed relevant by the Committee;
 - d. reports to the Institutional Effectiveness Council any recommendations.
 6. The OAA
 - a. reviews the Program Review forms, action plans, and assessment documentation and returns to the dean incomplete forms for revision;
 - b. reports to the VPAA on the Program Reviews and actions plans.
 7. The VPAA approves or requests revision of action plans. The VPAA will submit approved plans and the list of areas of concern to IEC.
- B. The IEC reviews the data in the program reviews to see how well the program is aligned with the strategic plan and mission fulfillment, analyzes budget requests in light of the program reviews, and reports its recommendations to the president.
- C. All datasets, identified areas of concern, and approved action plans will be published on the IR web page, and all assessment plans and reports will be published on the Office of Assessment webpage, for review by interested parties.
- D. This process will be repeated over a six-year cycle, as outlined in Appendix C.

IV. **AUTHORITY AND CROSS REFERENCE LINKS**

NWCCU 4.A.2-4.
NWCCU Glossary
BOR Policies and Procedures Manual Section 5

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Faculty Senate Chair (officeoffacultysenate@csn.edu, 702.651.7330).

VI. SIGNATURES

Recommended By:

/s/ Darin Dockstader
Faculty Senate Chair

05/03/2019
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley
General Counsel

05/06/2019
Date

Approved By:

/s/ Federico Zaragoza
President

05/07/2019
Date

VII. ATTACHMENTS

- Attachment A: History
- Attachment B: Program Review Timeline
- Attachment C: Program Review Schedule
- Attachment D: SWOT Analysis Resources
- Attachment E: Glossary

Attachment A: History

- Version 2
 - 05/07/2019: Approved by CSN President Federico Zaragoza
 - 04/25/2019: Reviewed for Legal Sufficiency by General Counsel (Richard Hinckley)
 - 04/12/2019: Recommended by Faculty Senate (Darin Dockstader)
 - 03/01/2019: Recommended by Academic Standards Committee (Jill Acree)

- Version 1
 - 01/04/2007: Approved by CSN President Richard Carpenter
 - 12/28/2006: Recommended by CSN Faculty Senate (Alok Pandey)

Attachment B: Program Review Timeline

September 1 – October 31: Academic programs analyze assessment data from previous academic year and complete annual reports on student learning outcome achievement and strategic plan indicators.

November 1: All annual assessment reports and academic program reviews due to the Office of Assessment.

December 1: Funding requests ranked by internal unit reviewers, Deans/AVP, and due to the Office of Assessment.

January 1: Programs just completing Program Review prepare Board of Regents report and submit to VPAA.

February 1 – May 31: Student achievement and outcome assessment data collection and analysis.

June 1 – August 31: Academic programs utilize IEC recommendations/feedback and modify school/dept./program plans.

Attachment C: Program Review Schedule

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
AAT												
AL												
BHPS												
EBSS												
HS												
SM												
GENED-ILO 1												
GENED-ILO 2												
GENED ILO 3												

Attachment D: SWOT Analysis Resources

The SWOT Analysis provides a format to establish performance criteria for evaluation of an organization.

- Strengths and Weaknesses are focused on factors within the organization.
- Opportunities and Threats are focused on factors external of the organization.

Some Factors that may be considered for program strengths and/or weaknesses (the list is not exhaustive)

Resources**Faculty/Staff:**

- Number of Full time faculty (program/department/school)
- Number of Part time faculty (program/department/school)
- Ratio FT/PT (trend over time) (compared to average of school/college)
- % of Masters and % of Ph.Ds.
- Diversity/demographic data of faculty/staff
- Overload data (avg. IU's over time)
- Notable Faculty Accomplishments
- Faculty with current industry certifications/qualifications
- Faculty in industry or community leadership positions
- Faculty Publications/Presentations
- Faculty Awards/Recognitions
- Number of classified in department/program
- Number of counselors in department/students
- Faculty service on committees
- Average program faculty to student ratio/department and school averages
- College, School, and Leadership turnover

Facilities and equipment:

- Room/space utilization rates (Fullness index)
- Gap analysis of time and space study by department/program (wait lists by time and location)
- Office space issues by campus
- Areas allocated for PT faculty use
- Dedicated Library assets to the program (Online/physical Journals)
- Lab and technology assets/shortfalls
- Utilization rates of students in student success areas/tutoring centers

Student data:

- Student demographics by program and by campus
- Student satisfaction by program and by campus
- Student financial aid/PELL by program and by campus
- Student source data by cohort/program (major to HS or transfer) (recruiting analytics)
- Number of Declared Majors in Program
- Number of students enrolled by program and location
- Number of student completers by program and location (cohorts of 2, 4 and 6 years)
- Number of students taking 15 or 12 credits per semester in the program
- Student Turnover ratios (Number of students in cohort returning after semesters 1, 2, and 3 by program)
- Number of Students in Program flagged for excess credit
- Number of Students in Program flagged for financial aid modules in last year

Academic Analysis:

- Assessment of Student Learning Outcomes Data
- Program Outcomes Lists
- Course Outcomes to Program Outcomes Mapping
- Program/course grade distributions

- Withdrawal and drop rates by course and program
- Issues of consistency of textbooks, course rigor, syllabi, or course outcomes
- Guided Pathways/Prerequisite analysis
- Curricular alignment with Transfer Institutions

Budget Analysis

Income:

- Grant funds collected by year in school/department (Perkins or other funds)
- Other funds collected by gifts to department
- Grant in Kind
- Lab Fees (trends)
- Expenditures:
- Capital Expenditures
- Technology Expenditures
- O&M costs by department/total school

Market Analysis of Program:

- Price of education (Costs of program – tuition, fees, books, technology)
- Product (degree, certificate meets community and student needs)
- Placement (Right class to right student at right time and right location)
- Packaging of Program (ability to attract prospects – what is the unique “value-added” of your program)

Factors that may be considered for program opportunities and/or threats (the list is not exhaustive)

- State and Federal Employment outlooks by profession/CIP associated with degree/program (Department of Labor Occupational Outlook Handbook and Nevada Department of Employment, Training and Rehabilitation DETR data)
- General economic trends of community, state and nation (DETR and DOL)
- Cost of living/inflation data (DETR and DOL)
- Degree trends from UNLV, NSC, and other Private/Public institutions (data from chronical, peer college catalogs, Associations)
- NSHE guidance
- Advisory Committee input/guidance
- Regional Accreditation guidance/standards
- Specialty Accreditation guidance/standards (ACBSP, ACF, NLN, etc.)
- Industry trends and standards (NCCER, AWS, NATEF, etc.)
- Impact of Federal and state regulations on programs (ex. from State jurisdiction to Clark County Health District jurisdiction).
- Academic preparation of prospective students.
- Impact of Technology on programs and departments.
- Changing local department needs (example Police and Fire Academies requirements)
- Impact of State Legislature on Programs.
- Political Leadership Turnover/Changing needs
- Chamber of Commerce business trends

- **Attachment E: Glossary**

- Program: A systematic, usually sequential, grouping of courses, forming a considerable part, or all, of the requirements for a degree or a credential. In this context, the General Education components of transfer baccalaureate degrees (B.S.), transfer associate degrees (A.A., A.S., A.B.), and the related instruction components of applied degrees are considered to be programs (drawn from NWCCU glossary).
- Discipline: A distinct area of study, branch of instruction, or academic field within an academic program.
- IR: CSN Office of Institutional Research
- OCS: CSN Office of Curriculum and Scheduling
- SWOT: Strengths, Weaknesses, Opportunities, and Threats
- OAA: CSN Office of Assessment and Accreditation
- ASC: CSN Faculty Senate Academic Standards Committee
- VPAA: CSN Vice President of Academic Affairs
- IEC: CSN Institutional Effectiveness Council