COMPREHENSIVE REVIEW CYCLE –DATA AUDITING AND FINDINGS

Program Quality & Viability Outcomes:

Tuesday, Nov. 15	Wednesday, Nov. 16	Thursday, Nov. 17
AM—Degree and Certificate Programs	AM- Institutional Committees & Administrative Coordination	AM- Student Support & Instructional Technology
PM- DMIN program	PM-Community Engagement and Field Services	PM- Initiatives & Other Ed. Programs PM-Adjunct Virtual Session on Integrated Lifelong Learning

YEAR:

Instructions: From the annual review report, use the measures as determined in the logic model portion and share no more than three outcomes assigned to those measures. Be prepared to communicate the criteria by which you/your committee has decided as indicator of achievement

Example:

1. The MTS Office/Department will increase its feedback review to quarterly intervals
2. The degree/certificate/center program will recruit and retain learners/participants.
3. Once admitted to the program, students will persist to completion/graduation.
4. Learners/Participants proceed to subsequent educational and occupational endeavors for which the degree/certificate/program was designed to prepare/equip/train them.

Quality Outcomes:
1. Administrative Result _____
2. Institutional Learning_____
3. Professional Development_____
4. Other:_____

Meeting Record

Date of review meeting	
Number of instructors who engage in this program	
Persons directly engaged who are present at meeting	*Nate Ramsey, Chandra Wade, Barbara Fasset*

Note: Please keep records of all assessment meetings, such as meeting minutes and/or the narratives included in the assessment reports.

Results and Continuous Improvement

Outcome 1:	
Measure 1	Standard Academic Progress Monitoring
Criteria for success (target)	*Monitor Student Academic Progress: This will allow financial aid system to work and flow properly. The system will help the Director of Financial monitor student course completion rates. Example: Degree will recruit and retain at least 2 students annually*
Rationale for criteria	*In the academic year 2021-22, it was difficult to review student completion rate to see if the student was eligible for institutional financial support. Students should maintain a course completion rate of 67%.*
Results	*In 2022-23 A new student platform was introduced. The institution decided to change system platforms from PowerCampus to Ellucian Colleague. The system has a SAP monitoring system to track student progress and financial aid packages.*
Discussion of results	*1 semester is complete. Still getting comfortable using the system and learning various processes. I was able to generate SAP report and review with team. Some work is still needed as departments are working with system trainers to resolve reporting issues.* *Discuss interpretations of results and factors that may have contributed to the results.*
Use of Results for Program Improvement—Describe changes you have made to improve achievement in regard to this outcome:	

The Standard Academic Progress was generated for review. The report was for the Fall 2023.

Identify specific items/areas that can be improved.

The SAP report was generated and will be an effective tool going forward to monitor student progress. Because the system is new to the institutions some areas, some reporting fields in the system will need to be reconfigured to fit the institution's needs.

List specific, minor or major changes to courses, curriculum, faculty development, recruitment efforts, management of student organizations, extracurricular activities, tutoring, student services offered by the department, etc.

If applicable, list any changes made to improve the accuracy or usefulness of assessments. (For example, improved tracking of student awards, honors, and professional accomplishments)

The SAP report will be generated after every term to monitor student progress. This will allow the Financial Aid Director to monitor the use of scholarships and will make sure that proper financial support are allocated for student. The new SAP function in Ellucian will help the financial aid office with monitoring the financial aid budget.

Clearly state whether changes have already been implemented or will be implemented during the upcoming academic year. Provide a timeline for making changes. (For example: "To improve student retention, we will add formation experience to our 099 class about study skills and tutoring resources available to students. Student Services is developing these sections and will add them to the 099 course this fall semester.")

Ellucian Colleague system was implemented in academic year 22/23. SAP report was generated in Jan 23 and is currently being reviewed. Other support departments are joining this task to make sure that information is accurately being reported and updated in a timely manner to make sure the system is working effectively.

Three Program Outcomes & Cognitive Aims (Degree/Certificate Programs Only)

Cognitive Emphasis[1] *- Cognitive load theory distinguishes three different types of contributions to total cognitive load.*

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A. **Intrinsic cognitive** load relates to inherent characteristics of the content to be learned---*getting us to focus on essential content*

B. **Extraneous cognitive** load is the load that is caused by the instructional material used to present the content, ---*getting us to determine the most effective way to present certain content—like using videos to present definitions*

C. **Germane cognitive** load refers to the load imposed by learning processes—how much is required to calculate, say, read, do, or write, etc. *There are so many other ways we can combine and integrate tasks instead of everything being a separate tally of points/experiences/assignments. For example, the McCormick website is a composite of the other tasks/experiences/information. Everything we do becomes the content for the website*

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Emphasis: **Measure by:**	
Criteria for success (target)	*Example:* ***Set achievable targets**; unlike the program student learning outcomes assessment, **programs must meet the quality achievement targets set for program outcomes.***
Rationale for criteria	*Example:* *Explain the rationale for the level you set for criteria for success (achievement target). Why is this level a reasonable (achievable but still rigorous) target for student achievement in your department programs? Consider relating the criteria to department goals, previous levels of student success, and/or student success at benchmark institutions.*
Results	*Example:* *List detailed results [The Vice President of Academic Affiars will receive enrollment, retention, course completion, and graduation data from the*

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[1] This can also apply to new curriculum maps

	Registrar and provide them to you. Alumni Relations will also provide as much information about job and graduate school placement as possible.]
Discussion of results	*Example:*
	Discuss interpretations of results and factors that may have contributed to the results.

Use of Results for Program Improvement—Describe changes you have made to improve achievement in regard to this outcome:

Example:

Identify specific items/areas that can be improved.

List specific, minor, or major changes to courses, curriculum, faculty development, recruitment efforts, management of student organizations, extracurricular activities, tutoring, student services offered by the department, etc.

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