Ivy Tech Community College of Indiana

POLICY TITLE
Academic Quality Indicators

POLICY NUMBER
ASOM 6.12 (Formerly APPM 1.6)

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION (EFFECTIVE) DATES
Created January 1994/Revised March 1996; October 1998; September 2002; April 2012/Effective Summer 2012; Revised April 2015/Effective immediately

PURPOSE
The purpose of this policy is to establish a consistent, systematic plan for monitoring the quality of the College’s academic programs. Quality academic programs are mission driven and defined by well-articulated and regularly measured student learning outcomes and competencies that lead to citizenry and employment or further education.

ORGANIZATIONAL SCOPE OR AUDIENCE
Faculty and Regional Academic Officers

DEFINITIONS
Academic Quality Indicators: Defines the areas in which the academic unit within the college establishes goals and targets for self-evaluation, assessment, and improvement.

Quality academic programs: Mission driven degree or credential granting programs, in any format, composed of well-articulated and regularly measured student learning outcomes and competencies that lead to citizenry and employment or further education.

POLICY
Every three years, a sub-committee of the Regional Academic Officers will review the academic quality indicators to ensure their relevance and effectiveness.

PROCEDURE
Data for each of the academic quality indicators will be collected according to the schedule established in each program. Institutional Research will compile the most recent data for each program committee to incorporate in their program review. Particular attention will be given to movement toward and away from the established quality standard. Program committees will make recommendations to the Regional Academic Officers regarding how the academic indicators can be more fully realized.

Indicator #1 – There are adequate full-time faculty for the program mix of each campus.
**Rationale:** Faculty are the critical element in providing quality education as they both define and measure student learning.

**Performance Goals**
1. At least one full-time faculty member for each degree program at each campus.
2. No more than 50 percent of the course sections at each campus taught by part-time faculty.
3. In the case where specialized accreditors or licensing bodies promote different expectations for full-time faculty, those expectations are met or are exceeded

**Responsible Parties**
Academic Deans; Human Resources Executive Directors; Chancellors; Executive Directors; Vice Chancellor/Deans; Regional Academic Officers Committee; Corporate College Executive Directors

**Indicator #2** - There are appropriately credentialed faculty at each campus.

**Rationale:** Faculty are the critical element in providing quality education as they both define and measure student learning.

**Performance Goals**
1. The goal of the policy is that 100% of all sections should be taught by properly credentialed faculty (see Faculty Credential Support).
2. Regional Academic Officers are responsible for ensuring compliance each semester.
3. In the case where specialized accreditors or licensing bodies promote different expectations for faculty credentialing, those expectations are met or exceeded

**Responsible Parties**
Faculty; Program administrators; Academic Deans; Human Resources Executive Directors; Chancellors; Executive Directors; Vice Chancellor/Deans; Regional Academic Officers Committee; Corporate College Executive Directors

**Indicator #3** - Degree programs meet external validation standards.

**Rationale:** External validation, through accreditation, affirms relevant student learning and suitability for employment.

**Performance Goals**
1. Each degree program at each campus will hold full accreditation or endorsement from the directly related professional, business, industry, or governmental organization, or have a plan for accreditation in place.
2. Programmatic accreditation or endorsement on a statewide basis is preferred if possible.
3. Pass rates from national certification and technical outcomes assessment are to be reviewed annually.

4. Each degree program has at least one advisory committee meeting per academic year.

5. Faculty have ongoing contacts with business and industry and four-year institutions, through exchange programs, service learning, internships/co-ops/clinical, studio and other collaborative opportunities.

**Data Source:** Campus data reported to Academic Affairs

**Responsible Parties**
Faculty; Program administrators; Academic Deans; Chancellors; Executive Directors; Vice Chancellor/Deans; Regional Academic Officers Committee; Curriculum Committees

**Indicator #4** – Academic programs undergo internal review and subsequent improvement

**Rationale:** In order to assure regular, data-driven program improvements to improve student learning, employability, and transfer outcomes.

**Cross-Reference:**

**Performance Goals**

1. All academic programs undergo systematic internal review and subsequent improvement on an annual basis

**Data Sources:** Banner data, Employer surveys, TOA results, statewide assessments of learning, CAAP data

**Responsible Parties**
Academic program chairs, Institutional Research, Academic Affairs

**Indicator #5** - There is appropriate and up-to-date educational equipment to support the academic initiatives of the College.

**Rationale:** Student learning, and preparation for the workforce, is best facilitated with appropriate equipment.

**Performance Goals**

1. All degree programs comply with the equipment and laboratory requirements of their respective accrediting agencies.

2. The statewide technology plan provides strategies for keeping technology equipment up-to-date and relevant.
Responsible Parties
Technical support staff; Faculty Program administrators; Academic Deans; Regional Executive Directors of Finance; Chancellors; Executive Directors; Vice Chancellor/Deans; Corporate College Executive Directors

**Indicator #6** - There is appropriate support for the student academic support operations of the College, including advising, library services, tutoring, and supplemental instruction.

*Rationale:* Student learning is best enhanced with relevant sources of information, support for learning, and comprehensive academic guidance.

**Performance Goals**
1. Each student academics support area develops appropriate success measures, which are annually reviewed with subsequent improvement when needed
2. The College employs at least one full-time, qualified, professional librarian in each region
3. Libraries are meeting standards suggested by both regional accreditation for the institution and specialized accreditation for academic programs

Responsible Parties
Regional library directors; Directors of advising, tutoring coordinators, supplemental instruction leadership

**Indicator #7** - Students demonstrate mastery of technical and general education skills through regular assessment.

*Rationale:* Measuring student academic achievement allows the College to determine how effectively it is accomplishing its mission.

**Performance Goals**
1. All degree, certificate and certification graduates will pass the technical outcome measure chosen for their program or will perform at or above the national average score when no “pass” score is set.
2. All associate degree graduates participate in the Collegiate Assessment of Academic Proficiency (CAAP) examinations of general education outcomes. Each graduate will take at least two modules of the four available. Data from CAAP results are supplied to program curriculum committees for review annually and appropriate recommendations developed.

*Data Sources:* Campus data as reported to Academic Affairs, ACT, and other test vendors

Responsible Parties
Students; Faculty; Program administrators; Academic Deans; Regional Academic Officers Committee
**Indicator #8** - Graduates are employed or continuing their education.

*Rationale:* Employment success of graduates allows the College to determine program effectiveness.

**Performance Goals**
1. Where they so desire, graduates are either employed in their field of study or continuing their education.

**Data Sources:** Graduate survey; Employer survey; Program review

**Responsible Parties**
Students; Faculty; Program administrator; Academic Dean; Career and Employment Services Advisory Committees; Regional Academic Officers Committee; Regional Student Affairs Officers Committee

**Indicator #9 – Students are expressing satisfaction with their experience at Ivy Tech**

*Rationale:* Students should articulate that they had a good and valuable experience with all elements of Ivy Tech.

**Performance Goals**
1. Where they so desire, graduates are either employed in their field of study or continuing their education.

**Data Sources:** Graduate survey; Student evaluation of faculty teaching; student service satisfaction surveys

**Responsible Parties**
Students; Faculty; Program administrator; Academic Dean; Career and Employment Services Advisory Committees; Regional Academic Officers Committee; Regional Student Affairs Officers Committee

**REFERENCES**
4.1 Academic Skills Advancement Programs  
[http://www.ivytech.edu/policies/academic-skills-advancement.pdf](http://www.ivytech.edu/policies/academic-skills-advancement.pdf)

4.21 Embedded Course Evaluation  

4.22 Technical Outcomes Assessment  

7.1 Faculty Credential Support  

4.7 Assessment of Students at a Distance
5.2 Distance Education Student Support
6.7 Distance Education Program Design and Development
6.10 Distance Education Course Design and Development
6.11 Online Course Materials and Distribution
http://www.ivytech.edu/policies/online-course-materials.pdf
7.5 Faculty Considerations for Distance Education and Use of Blackboard
http://www.ivytech.edu/policies/faculty-considerations-de.pdf
HLC – Criteria for Accreditation
http://ncahlc.org/Information-for-Institutions/criteria-for-accreditation.html

RESOURCE PERSON
Vice Chancellor for Academic Affairs