



# UNITED TRIBES TECHNICAL COLLEGE

## **Academic Program Review Process**

**Developed by:**

**Office of Institutional Assessment**

# Higher Learning Commission



## The Criteria for Accreditation and Core Components

### Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

#### Core Components

4. A. The institution demonstrates responsibility for the quality of its educational programs.
  1. The institution maintains a practice of regular program reviews. ("HLC," n.d., para. 26).

*“Despite the fact that those individuals who are involved in teaching and students' learning believe that the quality of their educational product is evident without the requirement of conducting assessment, the most effective means for publicizing how well higher education is doing is to publish data that reflects what is actually being accomplished.” (Albert & Pet-Armacost, 2002, p. 4).*

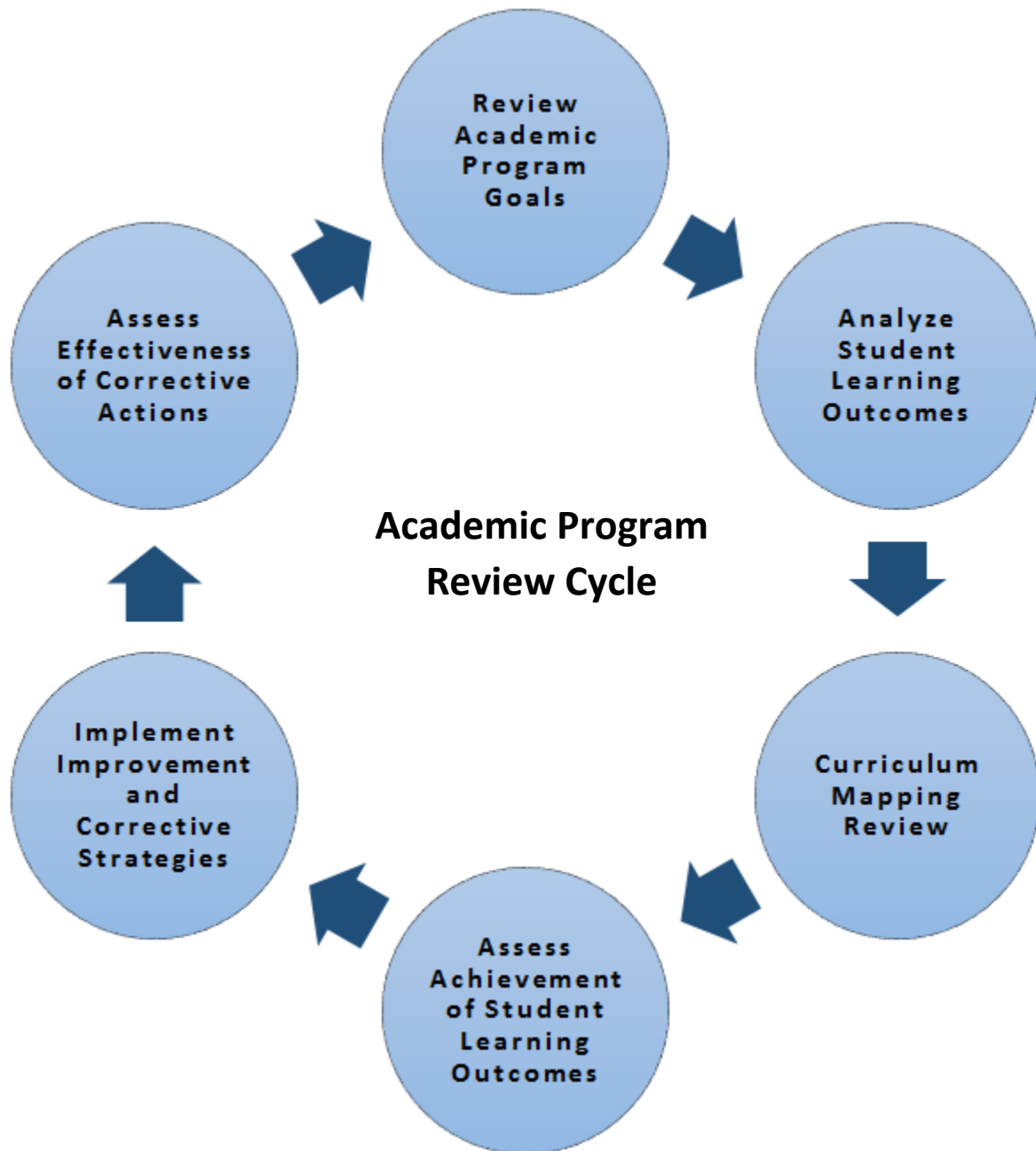
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### Overview of the Academic Program Review Cycle

The Academic Program Review Cycle provides each academic department with the opportunity to conduct a thorough analysis of a program’s strengths, weaknesses, and plans for improvement. The process is reflective, in that each department will examine prior review information, and determine if the recommended changes resulted in measurable improvements. At the same time, the review process is proactive, as current data will identify areas for change and emerging trends which may require curriculum changes. Finally, the process is cyclical, with regular comprehensive reviews becoming a critical function within the department.



**Review Academic Program Goals**

Academic program goals should be aligned with the UTTC mission and strategic plan. New academic program goals should be based off of the previous program review results, and align with current workforce requirements.

**Analyze Student Learning Outcomes**

Student learning outcomes for the program are relevant and accurately reflect what students in the program can be expected to learn. The student learning outcomes are described in measurable and attainable terms.

**Curriculum Mapping and Review**

Student learning outcomes are aligned with the Program's curriculum. Courses are organized in a logical and coherent manner. Courses provide the necessary skills and knowledge to progressively prepare students for future courses within the program of study.

**Assess Achievement of Student Learning Outcomes**

Records of academic performance, as well as artifacts and examples of student work, provide evidence of successful achievement of student learning outcomes.

**Review Program Enrollments, Graduates, and Sustainability**

Enrollment levels and number of graduates support the need, relevancy, and sustainability of the academic program.

**Implement Improvement and Corrective Strategies**

Based on the evidence of the program review, any necessary corrective actions and strategies will be implemented to address areas for program improvement.

**Assess Effectiveness of Corrective Actions**

Areas identified for improvement will be evaluated to identify effectiveness of implemented corrective action. A Corrective Action Progress Report will provide evidence of improvement.

**Academic Program Review Schedule**

Associate and baccalaureate programs will be reviewed every four years, with four programs reviewed each year. This schedule will ensure each program receives a comprehensive review every four years.

Short-term certificate programs will be reviewed annually. The annual review process will ensure the College is providing a short-term program that adequately meets the needs of changing demands within each certificate area’s industry.

The Director of Institutional Assessment will coordinate the review schedule with the Vice President of Academic Affairs and Program Department Chairs, and a four-year schedule for programs reviews will be published, and notifications will be sent at the beginning of the Academic Year to those departments schedule for review.

**Academic Program Review Workgroup**

Each Academic Program Review will be conducted by the following:

1. The Director of Institutional Assessment
2. The Vice President of Academic Affairs
3. Member of the Institutional Effectiveness Committee not associated with the Department under review
4. Member of the Student Learning Assessment Committee not associated with the Department under review

**Typical Academic Program Review Timeline**

Each program review will take approximately twelve weeks to complete. The following represents a sample timeline for the Academic Program Review:

Week	Major Tasks	Resources/Persons Involved
1	Program review initial meeting	<ul style="list-style-type: none"> <li>• Academic Program Review Workgroup</li> <li>• Department Chair and Faculty</li> <li>• Academic Program Review Process Handbook</li> <li>• Copy of prior Academic Program Review</li> </ul>
2	Review program review data requirements	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment</li> </ul>
3	Continued review program review data requirements	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment</li> </ul>
4	Gather required program review data	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment</li> <li>• Registrar</li> <li>• Finance</li> <li>• Admissions</li> <li>• Human Resources</li> <li>• Career Counselor</li> <li>• Retention Coordinator</li> <li>• Others as necessary</li> </ul>

### Academic Program Review Timeline - Continued

Week	Major Tasks	Resources/Persons Involved
5	Continued data collection	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment</li> <li>• Registrar</li> <li>• Finance</li> <li>• Admissions</li> <li>• Human Resources</li> <li>• Career Counselor</li> <li>• Retention Coordinator</li> <li>• Others as necessary</li> </ul>
6	Continued data collection	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment</li> <li>• Registrar</li> <li>• Finance</li> <li>• Admissions</li> <li>• Human Resources</li> <li>• Career Counselor</li> <li>• Retention Coordinator</li> <li>• Others as necessary</li> </ul>
7	Writing program review	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment as needed</li> </ul>
8	Progress meeting to discuss status of academic program review, issues and potential solutions	<ul style="list-style-type: none"> <li>• Academic Program Review Workgroup</li> <li>• Department Chair and Faculty</li> </ul>
8	Continued writing of program review	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Director of Institutional Assessment as needed</li> </ul>
	Draft program review is submitted to the Director of Institutional Assessment for review and feedback	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Director of Institutional Assessment</li> <li>• Copy of prior Academic Program Review</li> </ul>
10	Program review document is finalized and submitted to the Academic Program Review Workgroup	<ul style="list-style-type: none"> <li>• Academic Department Chair</li> <li>• Academic Program Review Workgroup</li> </ul>
11	Review of completed Program Analysis	<ul style="list-style-type: none"> <li>• Academic Program Review Workgroup</li> </ul>
12	Report and recommendations provided to academic department	<ul style="list-style-type: none"> <li>• Academic Department Chair and Faculty</li> <li>• Academic Program Review Workgroup</li> </ul>



### Academic Program Review Data Requirements

The Academic Program Review will provide the program Chair and faculty an opportunity to review a comprehensive and rich set of data in order to thoroughly understand a department's strengths and weaknesses. The data will guide the development of possible program improvements, as well as determine if prior corrective actions have positively impacted the academic program's performance.

The following is a list of required data necessary to complete the Program Review. The Director of Institutional Assessment will assist the Department Chair and faculty with gathering the necessary data.

<b>Item #</b>	<b>Item Description</b>	<b>Supports Program Review Activity</b>
<b>1</b>	Previous Program Evaluation Corrective Actions and Outcomes	Assess Effectiveness of Corrective Actions
<b>2</b>	Full-time and Adjunct Instructor Information	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes
<b>3</b>	Faculty Teaching Load	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes
<b>4</b>	Program Goals, Objectives, and Learning Outcomes	Review Academic Program Goals, Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes
<b>5</b>	Curriculum and Catalog Descriptions	Curriculum Mapping Review, Review Academic Program Goals, Analyze Student Learning Outcomes
<b>6</b>	Course Schedules	Assess Achievement of Student Learning Outcomes
<b>7</b>	Program Role with other UTTC Programs	Review Academic Program Goals, Analyze Student Learning Outcomes
<b>8</b>	General Education within the Program	Review Academic Program Goals, Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes

<b>Item #</b>	<b>Item Description</b>	<b>Supports Program Review Activity</b>
<b>9</b>	Recent or Planned Changes to Curriculum and Expected Outcomes	Review Academic Program Goals, Analyze Student Learning Outcomes, Curriculum Mapping Review, Implement Improvement and Corrective Strategies, Assess Effectiveness of Corrective Actions
<b>10</b>	Most Current and Two Prior Years of Course Evaluation Data	Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes
<b>11</b>	Access to Academic Services (Advising, Disability Support, Counseling)	Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes
<b>11</b>	Student Assessment Data (License/Certificate Exams, Rubrics, Portfolios, Artifacts, Grade Trends)	Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes
<b>12</b>	Most Current and Two Prior Years of Program Enrollment, Retention, and Graduation Data	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes
<b>13</b>	Current Trends in Field or Industry and Placement Data	Review Academic Program Goals, Analyze Student Learning Outcomes
<b>14</b>	Advisory Board Documentation	Review Academic Program Goals, Analyze Student Learning Outcomes
<b>15</b>	Promotion and Recruitment Strategies	Review Academic Program Goals
<b>16</b>	Student Engagement in Co-curricular Activities	Analyze Student Learning Outcomes, Assess Achievement of Student Learning Outcomes
<b>17</b>	Faculty Engagement in Research and Multidisciplinary Activities	Review Academic Program Goals
<b>18</b>	Department Professional Development Activities	Review Academic Program Goals
<b>19</b>	Instructional Needs Summary (Improved Instructional Space, Technology, Labs, or Equipment)	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes
<b>20</b>	Anticipated Instructional Support Needs	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes

Item #	Item Description	Supports Program Review Activity
21	Department Strengths, Weaknesses, Corrective Action Implementation Plan, and Anticipated Outcomes	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes
22	Department-Specific Supporting Documents	Review Academic Program Goals, Assess Achievement of Student Learning Outcomes

**Academic Program Review Monitoring and Reporting Requirements**

One component of the Academic Program Review is the development of a “Corrective Action Implementation Plan”. The purpose of the corrective action plan is to identify and address areas of improvement to strengthen the academic program.

To ensure implementation of corrective actions, a six-month and a one-year monitoring report will be required following the completion of the program review. These reports will be submitted to the Director of Institutional Assessment. In instances where further progress is necessary, additional monitoring reports may be required.

**Academic Program Review Templates**

Templates for the required data for the academic program review have been created to facilitate the completion of the program review and maintain the consistency of the program review process.

Template Number	Description
1	Academic Program Review Cover Sheet
2	Previous Program Evaluation Corrective Actions and Outcomes
3	Full-time and Adjunct Instructor Information
4	Faculty Teaching Load
5	Program Goals, Objectives, and Learning Outcomes
6	Curriculum and Catalog Descriptions
7	Course Schedules
8	Program Role with other UTTC Programs
9	General Education within the Program
10	Recent or Planned Changes to Curriculum and Expected Outcomes
11	Most Current and Two Prior Years of Course Evaluation Data

<b>Template Number</b>	<b>Description</b>
12	Access to Academic Services (Advising, Disability Support, Counseling)
13	Student Assessment Data (License/Certificate Exams, Rubrics, Portfolios, Artifacts, Grade Trends)
14	Most Current and Two Prior Years of Program Enrollment, Retention, and Graduation Data
15	Current Trends in Field or Industry and Placement Data
16	Advisory Board Documentation
17	Promotion and Recruitment Strategies
18	Student Engagement in Co-curricular Activities
19	Faculty Engagement in Research and Multidisciplinary Activities
20	Department Professional Development Activities
21	Instructional Needs Summary (Improved Instructional Space, Technology, Labs, or Equipment)
22	Anticipated Instructional Support Needs
23	Department Strengths, Weaknesses, Corrective Action Implementation Plan, and Anticipated Outcomes
24	Department-Specific Supporting Documents
25	Monitoring Report

# Academic Program Review Templates

Template #1  
Academic Program Review Cover Sheet

## Academic Program Review Cover Sheet

Program Name	Department Chair
Degree(s) and/or Certificates Offered	
Program Full-time Faculty	Academic Credential
Date of Last Program Review	
Date of Current Review	

# Academic Program Review Checklist

Item #	Item Description	Included?	Comments
1	Previous Program Evaluation Corrective Actions and Outcomes		
2	Full-time and Adjunct Instructor Information		
3	Faculty Teaching Load		
4	Program Goals, Objectives, and Learning Outcomes		
5	Curriculum and Catalog Descriptions		
6	Course Schedules		
7	Program Role with other UTTC Programs		
8	General Education within the Program		
9	Recent or Planned Changes to Curriculum and Expected Outcomes		
10	Most Current and Two Prior Years of Course Evaluation Data		
11	Access to Academic Services (Advising, Disability Support, Counseling)		
12	Student Assessment Data (License/Certificate Exams, Rubrics, Portfolios, Artifacts, Grade Trends)		



<b>Item #</b>	<b>Item Description</b>	<b>Included?</b>	<b>Comments</b>
13	Most Current and Two Prior Years of Program Enrollment, Retention, and Graduation Data		
14	Current Trends in Field or Industry and Placement Data		
15	Advisory Board Documentation		
16	Promotion and Recruitment Strategies		
17	Student Engagement in Co-curricular Activities		
18	Faculty Engagement in Research and Multidisciplinary Activities		
19	Department Professional Development Activities		
20	Instructional Needs Summary (Improved Instructional Space, Technology, Labs, or Equipment)		
21	Anticipated Instructional Support Needs		
22	Department Strengths, Weaknesses, Corrective Action Implementation Plan, and Anticipated Outcomes		
23	Department-Specific Supporting Documents		

Template #2  
Previous Program Evaluation Corrective Actions and  
Outcomes

<b>Date of previous Program Evaluation:</b>			
<b>Corrective Action #1:</b>			
<b>Reasons or circumstances leading to this corrective action:</b>			
<b>Expected outcomes of this action:</b>			
<b>Start date of Corrective Action:</b>			<b>End date of Corrective Action:</b>
<b>Steps implemented for this Corrective Action</b>			
<b>Corrective Action results:</b>			
<b>Evidence available to support the Corrective Action results:</b>			
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>			
<b>Additional comments:</b>			

<b>Corrective Action #2:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	
<b>End date of Corrective Action:</b>	
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	

<b>Corrective Action #3:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	<input type="text"/>
<b>End date of Corrective Action:</b>	<input type="text"/>
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	

<b>Corrective Action #4:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	<b>End date of Corrective Action:</b>
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	

<b>Corrective Action #5:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	<b>End date of Corrective Action:</b>
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	

<b>Corrective Action #6:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	<b>End date of Corrective Action:</b>
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	



<b>Corrective Action #7:</b>	
<b>Reasons or circumstances leading to this corrective action:</b>	
<b>Expected outcomes of this action:</b>	
<b>Start date of Corrective Action:</b>	<input type="text"/>
<b>End date of Corrective Action:</b>	<input type="text"/>
<b>Steps implemented for this Corrective Action</b>	
<b>Corrective Action results:</b>	
<b>Evidence available to support the Corrective Action results:</b>	
<b>Were there unanticipated outcomes or consequences as a result from this corrective action?</b>	
<b>Additional comments:</b>	

Template #3  
Full-time and Adjunct Instructor Information

<b>Department Full-Time Faculty</b>		<b>Department Adjunct Faculty</b>	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

# Template #4

## Faculty Teaching Load

Department Full-Time Faculty		Current Credit Load		Department Adjunct Faculty		Current Credit Load
1				1		
2				2		
3				3		
4				4		
5				5		
6				6		
7				7		
8				8		
9				9		
10				10		

**Does this department have a specific policy on assignment of credit load?**

Template #5  
Program Goals, Objectives, and Learning Outcomes

<b>Program Name:</b>	
<b>Program Description</b>	
<b>Program Goals</b>	
<b>Program Learner Outcomes</b>	
<b>Outcome</b>	<b>As evidenced by:</b>

**Have the program goals or learner outcomes changed since the last program review?**

**What were the expected results of the changes, and have these results been realized or achieved? What evidence supports these results?**

**Based on the current program review, are any changes expected in the program goals or learner outcomes? If so, what are the expected results, and how will these be measured?**



Template #6  
Curriculum and Catalog Descriptions

# Curriculum and Catalog Descriptions

**For this section, include the following:**

- **Current Degree Plan(s) for Program**
- **Catalog Course Descriptions**

# Template #7

## Course Schedules

**For this section, include the following:**

**Current Academic Year Course Schedules (Fall, Spring, and Summer)**

**Please describe any course scheduling changes that have occurred since the last program review.**

**What was the rationale for these changes? What were the expected outcomes of these changes?**

**Were the anticipated results realized or achieved? What evidence supports these results?**

Template #8  
Program Role with other UTTC Programs

**Please describe how this program assists in fulfilling mission of UTTC.**

**Does this program share courses with other programs (beyond General Education courses)? If so, which courses and programs?**

**In a typical year, approximately how many graduates from this program continue their education at UTTC? Which program(s)?**

**In a typical year, approximately how many graduates from this program continue their education at another institution?**

Template #9  
General Education within the Program

General Education Outcome <b>1. Communication</b>	Links to Program Outcome(s)	Evidence or Assessments Supporting this Linkage
Engage in effective interpersonal, oral, and written communication appropriate for the audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.		

General Education Outcome <b>2. Critical Thinking</b>	Links to Program Outcome(s)	Evidence or Assessments Supporting this Linkage
Effectively locate, analyze, evaluate, synthesize, and apply information from diverse sources.		



<b>General Education Outcome 3. Quantitative &amp; Scientific Reasoning</b>	<b>Links to Program Outcome(s)</b>	<b>Evidence or Assessments Supporting this Linkage</b>
Use processes, procedures, data, or evidence to solve problems, and make effective decisions for academic or professional needs.		

<b>General Education Outcome 4. Personal &amp; Social Responsibility</b>	<b>Links to Program Outcome(s)</b>	<b>Evidence or Assessments Supporting this Linkage</b>
Demonstrate awareness of personal responsibility in one's civic, social, and academic life; indigenous cultural values or practices; and an understanding of the diverse traditions of the world.		

Template #10  
Recent or Planned Changes to Curriculum and  
Expected Outcomes

**Please describe curriculum changes that have occurred since the last program review.**

**What was the rationale for these changes? What were the expected outcomes of these changes?**

**Were the anticipated results realized or achieved? What evidence supports these results?**

**Please describe anticipated curriculum changes for this program**

**What is the rationale for these changes? What will be the expected outcomes of these changes?**

**What evidence will support achievement of the expected outcomes?**

Template #11  
Most Current and Two Prior Years of Course  
Evaluation Data

**Attach the most current and prior two years Mid-Term and Semester-End course evaluations for all courses and instructors for this program.**

**Based on the Mid-Term evaluations for the prior two academic years, what are the most common issues or challenges students have identified as negatively impacting the learning experience?**

**Based on the Mid-Term evaluations for the prior two academic years, what are the most common successes or strategies students have identified as positively impacting the learning experience?**

**Based on the most current Mid-Term evaluations, are students continuing to identify the same issues or challenges from the past two years?**

**Based on the Semester-End evaluations for the prior two academic years, what are the most common issues or challenges students have identified as negatively impacting the learning experience?**

**Based on the Semester-End evaluations for the prior two academic years, what are the most common successes or strategies students have identified as positively impacting the learning experience?**

**Based on the most current Semester-End evaluations, are students continuing to identify the same issues or challenges from the past two years?**

--

**What changes will be implemented in the next academic year to address the issues or challenges identified in the course evaluations?**

**What are the anticipated outcomes of these changes?**

--	--



Template #12  
Access to Academic Services (Advising, Disabilities  
Services, Counseling)

**How do students within this program receive academic advising? Who are the students' primary advisors?**

--

**How frequently do students within this program receive academic advising?**

--

**How are students within this program made aware of or referred to other student services, such as personal counseling, disabilities services?**

--

**What other support services are available to the students within this program?**

--

Template #13  
Student Assessment Data (License/Certificate  
Exams, Rubrics, Portfolios, Artifacts, Grade Trends)

**Do students in this program complete a license or certification exam?**

--

**License/Certificate Exam Completion Rates**

	<b>Number of Students Taking the License/Certification Exam</b>	<b>Percentage of Students Passing the License/Certification Exam</b>
<b>Current Academic Year</b>		
<b>Prior Academic Year</b>		
<b>Two-Year's Prior Academic Year</b>		

**Are students in this program required to complete a capstone project, field experience, internship, artifact, or portfolio demonstrating mastery of broad curricular concepts?**

--

**Are rubrics used to assess capstone projects, field experiences, internships, artifacts, or portfolios?**

**Attach sample copies of rubrics used to assess student work**

**If rubrics are not used, how are capstone projects, field experiences, internships, artifacts, or portfolios assessed or graded?**

**Are students required to present artifacts, portfolios, or share with others what was learned throughout a field experience or internship?**

**Where are student artifacts, portfolios, or other evidence pieces of capstone experiences located?**

--

**Capstone project, field experience, internship, artifact, or portfolio grade trends**

	<b>Number of Students Attempting to Complete a Capstone Project, Field Experience, Internship, Artifact, or Portfolio</b>	<b>Percentage of Students Successfully Completing a Capstone Project, Field Experience, Internship, Artifact, or Portfolio</b>
<b>Current Academic Year</b>		
<b>Prior Academic Year</b>		
<b>Two-Year's Prior Academic Year</b>		

Template #14  
Most Current and Two Prior Years of Program  
Enrollment, Retention, and Graduation Data

<b>Program Enrollments</b>			
	<b>Total Program Enrollments as of the Fall Semester Census Date</b>	<b>Total Program Enrollments as of the Spring Semester Census Date</b>	<b>Percentage of Enrollment Increase or Decrease</b>
<b>Current Academic Year</b>			
<b>Prior Academic Year</b>			
<b>Two-Year's Prior Academic Year</b>			

<b>Online Program Enrollments (leave blank if not applicable)</b>			
	<b>Total Program Enrollments as of the Fall Semester Census Date</b>	<b>Total Program Enrollments as of the Spring Semester Census Date</b>	<b>Percentage of Enrollment Increase or Decrease</b>
<b>Current Academic Year</b>			
<b>Prior Academic Year</b>			
<b>Two-Year's Prior Academic Year</b>			

**Has the number of total program enrollments decreased significantly (a change of 10% or more) over the last two academic years? What factors can be attributed to reduced program enrollment?**



**What actions will be taken over the next academic year to increase program enrollments?**

--

**Program Graduates**

	<b>Total Program Enrollments</b>	<b>Total Program Graduates</b>	<b>Percent of Enrollments who Graduate</b>
<b>Current Academic Year</b>			
<b>Prior Academic Year</b>			
<b>Two-Year's Prior Academic Year</b>			

**Has the percentage of program graduates decreased significantly (a change of 10% or more) over the last two academic years? What factors can be attributed to reduced program enrollment?**

--

**What actions will be taken over the next academic year to increase the percentage of program graduates?**

**Program Retention**

	<b>Number of Students in Program who Changed to a Different Vocation/Program</b>	<b>Number of Students in Program who Transferred to this Vocation/Program</b>	<b>Number of Voluntary Withdrawals</b>	<b>Number of Involuntary Withdrawals</b>
<b>Current Academic Year</b>				
<b>Prior Academic Year</b>				
<b>Two-Year's Prior Academic Year</b>				

**What are the primary reasons students leave this vocation/program?**

**What are the primary reasons associated with voluntary withdrawals?**

--

**What are the primary reasons associated with involuntary withdrawals?**

--

**What actions will be taken over the next academic year to address program retention?**

--

Template #15  
Current Trends in Field or Industry and Placement  
Data

<b>Graduate Placement Data</b>				
	<b>Number of Graduates Employed in Field or Industry</b>	<b>Number of Graduates Employed in Related Field or Industry</b>	<b>Number of Graduates Employed in Unrelated Field or Industry</b>	<b>Number of Graduates Continuing Their Education</b>
<b>Current Academic Year</b>				
<b>Prior Academic Year</b>				
<b>Two-Year's Prior Academic Year</b>				

<b>Graduate Placement Data</b>				
	<b>Total Program Graduates</b>	<b>Number of Graduates Employed in Field or Industry</b>	<b>Number of Graduates Employed in Related Field or Industry</b>	<b>Percent of Graduates Employed in Their Program Field or Industry or a Related Field or Industry</b>
<b>Current Academic Year</b>				
<b>Prior Academic Year</b>				
<b>Two-Year's Prior Academic Year</b>				

**Has the number of graduates placed directly in their program field or industry, or within a related field or industry decreased significantly (a change of 10% or more) over the last two academic years? What factors can be attributed to reduced program enrollment?**

**What actions will be taken over the next academic year to increase the graduate placement rate?**

**What are current or anticipated industry or field trends that could positively or negatively impact graduate placement?**

**How will these industry and field trends be addressed within the program curriculum?**

Template #16  
Advisory Board Documentation

<b>Program Advisory Board Members</b>		
<b>Name</b>	<b>Employer</b>	<b>Position Title</b>

<b>How frequently does the Advisory Board meet?</b>

<b>Where are Advisory Board meeting minutes located?</b>

<b>What are the most recent Advisory Board recommendations, and have these been implemented? Have these changes resulted in positive measureable outcomes?</b>



# Template #17

## Promotion and Recruitment Strategies

**What are the primary methods for recruiting students into this program?**

--

**What printed materials exist for this program?**

--

**How often are the printed materials reviewed and updated?**

--

**What electronic or online materials exist for this program?**

--

**How often are the printed materials reviewed and updated?**

--

**How are students most likely to hear about the availability of this program?**

--

**How frequently do program faculty meet with UTTC recruiting staff to discuss the program and potential recruitment strategies?**

--

**Does this program have a marketing and recruitment budget?**

--

**Do the program faculty and staff engage in formal outreach and promotional activities (Career fairs, professional organization memberships, Chamber of Commerce events, etc.)?**

--

**Have these formal outreach and promotional activities resulted in program enrollments (students have specifically mentioned these activities as reasons for enrolling or how they heard about the program)?**

--

Template #18  
Student Engagement in Co-curricular Activities

**Is there a vocational club for students in this program?**

--

**Have students in this program participated in organized activities either on or off campus?**

--

**Are students in this program involved in leadership activities or Student Senate?**

--

**Do students in this program participate in joint activities with other vocational clubs or groups on or off campus?**

Template #19  
Faculty Engagement in Research and  
Multidisciplinary Activities

**Are faculty within this program actively conducting research?**

**Has research conducted by program faculty been recently published (within the last two years)?**

**Do faculty in this program partner with faculty in other programs or vocations to conduct joint research or academic activities?**



**Do faculty in this program partner with faculty at other institutions to conduct joint research or academic activities?**

--

**Do program faculty participate in multidisciplinary committees?**

--

**Are program faculty members of professional organizations, and if so, which faculty and organization?**

<b>Faculty Name</b>	<b>Organization</b>

**Have any of the program faculty received local, regional, or national recognition or awards, and if so, which faculty and what recognition or award?**

<b>Faculty Name</b>	<b>Organization</b>

**Are program faculty members pursuing an advanced degree or credential?**

<b>Faculty Name</b>	<b>Degree or Credential</b>

Template #20  
Department Professional Development Activities

**Within the last two years, have faculty or staff participated in on-campus professional development activities?**

<b>Faculty/Staff Name</b>	<b>Activity</b>

**Within the last two years, have faculty or staff participated in off-campus professional development activities?**

<b>Faculty/Staff Name</b>	<b>Activity</b>

**Within the last two years, have faculty or staff presented at an off-campus professional development activity?**

<b>Faculty/Staff Name</b>	<b>Activity</b>

**What are the anticipated program faculty and staff professional development needs for the next academic year?**

--

**What is the program's annual professional development budget (including travel)? Is this adequate for the program's faculty and staff professional development needs?**

Template #21  
Instructional Needs Summary (Improved  
Instructional Space, Technology, Labs, or  
Equipment)



**Are the available learning spaces, including labs, adequate to ensure students successfully achieve the program outcomes?**

**What instructional space improvements would enhance the student learning experience?**

**Are the technology resources available to program faculty and students?**

**If technology resources need improvement, what would those improvements be, and what budget requirements are necessary to support these improvements?**

**Are there any specific equipment needs for the program, and what are the budget requirements to purchase this equipment?**

Template #22  
Anticipated Instructional Support Needs

<b>Current Number of Faculty (Full Time and Adjunct)</b>	<b>Current Number of Students (Full and Part-time)</b>

**What is the current faculty to student ratio?**

**Based on current and anticipated enrollments, what additional full and part-time instructional faculty? What will be the budgetary requirements necessary to hire the additional faculty?**

**Are the technology resources available to program faculty and students?**

**If technology resources need improvement, what would those improvements be, and what budget requirements are necessary to support these improvements?**

**Are there any specific equipment needs for the program, and what are the budget requirements to purchase this equipment?**

Template #23  
Department Strengths, Weaknesses, Corrective  
Action Implementation Plan, and Anticipated  
Outcomes

**What are the program's strengths? Are there qualities of the program that make the program unique or competitive to other similar programs at other institutions?**

**What are the program's weaknesses? Are there industry or economic factors that may negatively impact the program?**

**What are the program's funding sources. Please include grant funding as well as institutional funding.**

Funding Source	Amount of Funding

**Current Program Budget**

Personnel (total salaries for all faculty and staff associated with the program)	
Fringe	
Professional Development/Travel	
Equipment	
Supplies (office and instructional supplies)	
Contractual (equipment rental and maintenance, telephone/communications, software maintenance, utilities, subscriptions, printing and publication of outreach materials)	
Postage, printing and publications	
Indirect costs (total of all other categories * .2615)	
<b>Total</b>	



<b>Estimated Program Revenue</b>	
Current Full-time students	
Current Part-time students	
Tuition (per credit hour)	
Full-time student tuition revenue Number of current full-time students * 12*tuition (per credit hour).  Example 125 * 12 * \$115 = \$172,500	
Part-time student tuition revenue Number of current part-time students * 6*tuition (per credit hour).  Example 25 * 6 * \$115 = \$17,2500	
Program Income (does not include additional grant funding)	
<b>Total Estimated Program Revenue</b>	

<b>Program Operational Summary</b>	
Current Budget	
Estimated Program Revenue	
Subtotal (Estimated Revenue - Budget)	
Additional Grant Funding	
<b>Total</b>	

<b>Based on the budget and anticipated revenue, do current program enrollments provide sufficient tuition revenue to sustain the program based on the current year budget?</b>

## Program Analysis Corrective Action Plan

Based on the Program Analysis, identify five critical areas or issues that when corrected, will have a significant and positive impact on the strength of the program and achievement of learner outcomes?

Critical Area/Issue	Corrective Action	Anticipated Outcome	Implementation Timeline

Template #24  
Department-Specific Supporting Documents

**In addition to what has been included in the Program Analysis, are there other program-specific documents which support the program's mission and achievement of student learning outcomes?**

<b>Document Name/Type</b>	<b>Document Location</b>

# Template #25 Monitoring Report

<b>Program Name:</b>			
<b>Report Submitted by:</b>			
<b>Monitoring Report Type</b>	<b>6-Month</b> <input type="checkbox"/>	<b>1 – Year</b> <input type="checkbox"/>	
<p>Refer to your Program Evaluation Department Strengths, Weaknesses, and Corrective Actions Document. List the five critical areas or issues to be addressed, and the current status of the corrective action implementation.</p>			

<b>Critical Area</b>
<b>Corrective Action</b>
<b>Estimated Outcome</b>
<b>Status (if complete, provide supporting documentation)</b>
<b>Comments</b>

<b>Critical Area</b>
<b>Corrective Action</b>
<b>Estimated Outcome</b>
<b>Status (if complete, provide supporting documentation)</b>
<b>Comments</b>

<b>Critical Area</b>
<b>Corrective Action</b>
<b>Estimated Outcome</b>
<b>Status (if complete, provide supporting documentation)</b>
<b>Comments</b>



<b>Critical Area</b>
<b>Corrective Action</b>
<b>Estimated Outcome</b>
<b>Status (if complete, provide supporting documentation)</b>
<b>Comments</b>

<b>Critical Area</b>
<b>Corrective Action</b>
<b>Estimated Outcome</b>
<b>Status (if complete, provide supporting documentation)</b>
<b>Comments</b>



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