# PROGRAM REVIEW
# Instructional Manual
# 2023

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# Purpose & Components of Program Review

**Purpose and Components of Program Review (PR)**

The program review process, as it existed in March 2020, is detailed in the following paragraphs.

**Purpose of Program Review (PR)**

At KCKCC, PR serves as a systematic, impartial evaluation that is used to improve effectiveness and educational quality while supporting institution-wide strategic priorities. Program review assists programs in their efforts to meet their desired outcomes and stated missions, particularly as they relate to student success. This ongoing review process fosters the development of strategic plans, encourages dialogue on student learning, and guides curriculum development. Program review provides programs with the opportunity to reflect on identified strengths and areas for growth. Furthermore, it encourages consideration for how each program contributes to the overall mission, vision, and purpose of the institution.

**The Program Review Committee (PRC)**

The (PRC) overseas the program review process at KCKCC. The committee is comprised of a cross-section of faculty and administration. The PRC bylaws stipulate that the committee be co-chaired by an academic dean. In addition, three faculty members from each academic division serve as representatives. The committee is responsible for reviewing all academic programs on campus according to a 4-year rotating calendar cycle. The PRC's bylaws state:

> *"The purpose of this committee is to review all existing academic programs leading to the completion of a degree or certificate in order to ensure that they are engaged in ongoing self-evaluation and assessment to examine their academic quality, vitality, and responsiveness to student, community, and industry needs. Information collected through the review process will also be used to ensure alignment between college and program goals, and thus inform institutional planning."*

**The Program Review (PR) Purpose and Components**
**Academic Year 2023-2024**

The comprehensive PR process is made up of key components throughout the four-year cycle.  Please refer to the cohort tables in the calendar for annual tasks and deadlines.

**Key Components and Documents**

The components utilized in the four-year program review process include: the Self-Study Report (SSR), a presentation of the SSR, comprehensive Feedback Report, Action Plan, Mid-Cycle Check-In Form, and Final Report Form.

All components and documents are included in this booklet.  It should be noted that all documentation for the Program Review components is confidential and intended only for a designated audience of program faculty and administrators.

A calendar outlining necessary tasks and deadlines will be developed for each academic year. The calendar will describe the tasks, documents, and deadlines for each cohort as they progress through their four-year cycle, as well as tasks and deadlines for the Program Review Committee and college administration.

The following sections detail each of  these components:

*The Self-Study Report (SSR)*

The SSR is provided to the program coordinator and division Dean by August 31$^{st}$ of the first year of the review cycle. This report is to be completed with the Dean's review and summary and submitted to the PRC by December 15th. A PRC member is assigned to each program as a mentor to assist the program coordinator through the review process.

The SSR is completed by the program faculty and/or program Coordinators.  The components of the SSR assess the overall comprehensive health of a program.  Items in the report include:

- Program mission and vision statement

- Analysis of program data (e.g., declared majors, enrollment rates, completion rates, credentials achieved,  job placement rates, retention rates, transfer rates, faculty FTE, student FTE, and licensure pass rates)

- Analysis of finances/budget to determine if the program has appropriate funding.

- Curriculum review

- Assessment documentation

- Program review and summary (strengths and challenges of the program)

- Dean's review, summary, and initiative

- VPAA Executive Summary

- Advisory Board meeting documentation (if applicable)

*The Presentation of the SSR*

A small review team will be formed, made up of PRC members, including the program mentor to serve as the review team for each program.  After the SSR is completed and submitted, a faculty representative of the program will participate in a brief, formal presentation to the PRC review team. The presenter is expected to share key points of their Self-Study Report (SSR) including strengths, challenges, and goals. The presentation is not expected to be an in-depth review of all components of the SSR and should last no longer than 15 minutes.  It is recommended to create a slide show of the key points described above.  After the presentation, the subcommittee will utilize an additional 10 to  15 minutes to ask the program representative questions related to the self-study.  Presentations will occur early in the spring semester of the first year of the review cycle and must be completed by March 15th.

*The Feedback Form*

After the presentation, the program review team collectively synthesizes their SSR and presentation notes. Based on the synthesis, a finalized  *Feedback Form* is completed including an Executive Summary.  It is then submitted to the PRC committee chairs for final  review and approval by the end of March. Once approved by the PRC, the document is forwarded to the Dean and VPAA for final approval by April 15th.  Each program will receive the final *Feedback Form* by August 31st, of the fall semester, the beginning of the second year of the review cycle, to utilize in completion of the program's *Action Plans.*

*Action Plans*

Upon receiving the *Feedback Form* from the PRC subcommittee, programs are required to formulate action plans with two program strengths and two program challenges.  Strengths should highlight areas the program is performing successfully on and how the program can maintain success.  The challenges should highlight areas the program needs to focus on to create forward momentum for better quality programming.  A challenge can also highlight an area needing assistance from the division Dean or higher approving body.  Completed *Action Plans* must be submitted to the PRC committee chairs by November 15th of the fall semester in the second year of the review cycle.

### *The Mid-Cycle Report Form*

When a program is halfway through the program review four-year cycle, beginning in the spring semester of the third year of the review cycle, programs will complete and submit this form. The form acts as a review of the action plans, updated program data, and updated financial data.  The person completing the  form will provide a summary of progress and include any edits that are being made to the Action  Plans.  The *Mid-Cycle Report Form* must be submitted to the PRC committee chairs by April 15th of the spring semester of the third year of the review cycle.


### *The Final Report Form*

At the conclusion of a four-year program review cycle, spring semester, programs are required to complete a  *Final Report Form*. The form culminates the end of the four-year review cycle including any findings, revisions, creations and/or alignments that were made as a result of the process.  Programs report on the status of their action plans and elaborate on areas of successful and unsuccessful completion. Programs will identify new challenges, strengths, goals, and concluding the document with a summary and long-term plans.

The form is then submitted to the division Dean who will provide a summary and make recommendations regarding the program. The forms are submitted to the PRC committee chairs by May 15th, who review and forward the  documents to the Office of Assessment and VPAA for final review.

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In conclusion, all documents listed above are included in the booklet.  Please reach out to any of the PRC committee chairs if you need any assistance.

# Self-Study Instruction Manual

**Program Self-Study Review**
**Instruction Manual**

These instructions are meant to be used while completing each section of the Self-Study Review (SSR).  Each section is labeled and mirrors the information needed for the Self-Study Review.

Please reach out to your Program Review Mentor or Dean for assistance on completion of the Self-Study Review.

<u>**Section I – General Information**</u>

The purpose of this section is to gather general information regarding the degree/program in review.

1. Program – Title of program
2. Cycle – Academic Year program is going through program review
3. Date – Today's date
4. Division (programs)  – The division the program reports to.
5. Dean – The Dean who represents the program.
6. Coordinator/Director/Lead Faculty – person(s) in charge of completing the SSR.
7. Program Start Date – date of when the program started at KCKCC.
8. Date of Last Review – last known date the program went through Program Review
9. External Accreditation Status – only list information if program is accredited through an outside accreditor.  If this does not apply, indicate "N/A".

# Section II – Mission/Vision

1. State the Mission of the program – Each program should have a Mission statement that drives the program success.
    A. If no Mission exists, work with ALL members of the program to develop and incorporate into the SSR.

2. State the Vision of the program – It is recommended to have a Vision statement that drives the program success.
    A. If no Vision exists, work with ALL members of the program to develop and incorporate into the SSR if applicable.

3. Identify how the program addresses relevant aspects of the college's strategic plan. This should be a bulleted list of how the program is addressing specific aspects. Provide examples that are linked to specific priorities and goals.
    A. A copy of the college's strategic plan can be found at:
       https://www.kckcc.edu/about/governance/strategic-plan/index.html
          i. Example 1 - Priority 2: Quality Programs and Services. Goal 2 – Create learner-centered environment. Initiative #1 – Establish benchmarks to create high-quality, learner-centered physical spaces.
             - Networking with similar programs.
             - Review best practices in learner-centered pedagogy within the program.
             - Gather feedback from industry partners on program layouts that enhance learner-centered pedagogy while meeting industry demands and trends.

## Section III:  Data Analysis Report – Student, Faculty, and Industry Outlook

Coordinators and program leads will request data related to the Data Analysis report in the SSR from Institutional Effectiveness (IE). Copy your dean and your mentor in the data request. Institutional Effectiveness (IE) will provide the data for this section.  Once the data is received from IE, input the data into the corresponding part on the Data Analysis Form – Student, Faculty and Industry Outlook.

**Any questions and/or concerns on the data provided or missing data should be directed to Institutional Effectiveness (IE)**.  On any follow-up items needed from IE, copy your Dean and your mentor in those emails.  Your mentor can help you complete the data table once the information is received by IE.

KCKCC views an academic year as Fall, Spring, Summer.  KBOR utilizes Summer, Fall, Spring data; therefore, some overlap of data may occur.

Do not leave any spaces on the table blank.  If the data does not apply to the degree/program, place "N/A" in that cell.

Regarding the "Goal" column, for each row a goal/matrix should be identified.  Insert a goal for each data point in the "goal" column. The key indicator will have either a number or percentage goal (consult with division dean to establish appropriate goals).

The Plus/Minus categories are for the program coordinator/faculty to score based on whether the program met/did not meet the established goal.  This helps identify areas of strength and possible challenges that can be addressed when the action plan (year 2 of the program review cycle) is completed.

         (+) indicates the program met and/or exceeded established goal.
         (-) indicates the program did not meet established goal.

Key Indicators and Form definitions – these are provided by IE to help understand what each data set represents.

When IE completes the data, you may receive several spreadsheets.  Each spreadsheet will have tabs representing one or several key Indicators.  Within those tabs you should find the specific data for each "key indicator."  In the directions on the next page, items written in red identify the tab that data will be found on the spreadsheets sent from IE.

**Key Indicators:**

**Program Degree**
1.  The number of students declaring program degree as a major.
    A.  Number of students declaring program degree as their major.
    B.  Students may or may not be currently enrolled in the program, students may be taking pre-requisites to meet program requirements.
    C.  Reference the appropriate college student information systems to determine declared

majors.

2. The number of students enrolled in declared program degree
   A. The number of students officially enrolled in the declared program degree.
3. The number of students completing declared program degree.
   A. The number of students who finished the program in its entirety.
4. Student retention rate for degree program (%).
   A. The total number of students who completed the program divided by the total number of students who started the program in academic year.
5. Percentage of program degrees awarded.
   A. Percentage of graduates that completed the program degree requirements.

**Program Certificate**

6. The number of students declaring program certificate as a major.
   A. Number of students declaring program certificate as their major.
   B. Students may or may not be currently enrolled in the certificate program, students may be taking pre-requisites to meet program requirements.
   C. Reference the appropriate college student information systems to determine declared majors.
7. The number of students enrolled in declared certificate program.
   A. The number of students officially enrolled in the declared certificate program.
8. The number of students completing declared certificate program.
   A. The number of students who finished the program in its entirety.
9. Student retention rate for certificate program (%).
   A. The total number of students who completed the program divided by the total number of students who started the program in academic year.
10. Percentage of program certificates awarded.
    A. Percentage of students that completed the program requirements to be awarded the certificate.

**Credentials, Job Placement, Education/Transfer**

11. Credentials attempted.
    A. The number of credentials, offered by a third party, that Student can test for. This is the overall number of credentials attempted by all students in a degree/program.
    B. OSHA, I-CAR, ServSafe, CNA, EMT, RN, Firefighting & Hazmat, etc.
    C. Some programs may be blank.
    D. If this data does not apply to your program or degree, place N/A into each cell.

12. Credentials obtained.
    A. The total number of credentials obtained by students within a program (total number of passed credentials).
    B. Some programs may be blank.
    C. If this data does not apply to your program, place N/A into each cell.

13. Credential %
    A. The total number of credentials obtained divided by the total number of credentials attempted within a program.
    B. Some programs may be blank.
    C. If this data does not apply to your program, place N/A into each cell.

14. Placement in program related jobs.
    A. number of students who are employed in a job that is related to the program they have completed and/or earned a certificate.

15. Students continuing their education/transferring.
    Any student who continues education to complete an Associates, and/or transfers to a four-year university.

16. Licensure or Exam Pass Rate – only needed for programs that REQUIRE a license to practice.
    A. This item is recorded when available and may come from licensure exams, NOCTI exams, or similar state or national exams or assessments completed by the program.

17. Job Demand (regional/state) – Utilize US DOL data to complete this section. This information pertains to jobs the program prepares students for. Identify source of information in the SSR.
    A. https://www.dol.ks.gov/ - Kansas Department of Labor.
    B. https://www.dol.gov/ - US Department of Labor.

18. Wage Outlook Information – This information should be listed with the Job Demand data on item #15. Identify the wages that coincide with jobs the program prepares students for. Identify source of information in the SSR.
    A. https://www.dol.ks.gov/ - Kansas Department of Labor.
    B. https://www.dol.gov/ - US Department of Labor.

19. Faculty Comments – any comments Faculty would like to make regarding the data.


**Overall assessment – Data Analysis – Student, Faculty, and Industry Outlook Data.**


20. Areas of Strengths
    A. Identify the strengths of the overall data analysis.
21. Areas of Concerns/Challenges
    A. Identify the concern/challenges of the overall data analysis.
22. Other comments
    A. If the program is offered at multiple locations use this area to describe specific differences in the data.

**Additional Data Information (separate data by location, if applicable)**

23. Number of FT Faculty – the number of full-time faculty employed and assigned classes in a program area.

24. Number of Adjunct Faculty – the number of Adjunct faculty employed and assigned classes in a program area.

25. Number of FT Staff
    A. Number of full-time staff employed in a program.

26. Number of Part-time Staff
    A. Number of part-time staff employed in a program.

27. Comments, optional - You can provide additional feedback, thoughts, and/or a summary of this section.

## <u>SECTION IV:  Financial Data Analysis Report</u>

Directions:  Submit this table from the SSR, with the program name to the CFO and the Controller to complete. Copy your dean (programs) and your mentor in the data request.  The CFO and the Controller will complete the table and send back to you.  If you are missing information or have questions, please email in your mentor and Dean.

**Key Indicators and Form Definitions**

Budgets Codes:
- A. If you have access to your budgets, please identify the allocated budgets for each code you have access to.
- B. If you do not have access to your budgets, please see your Dean for all budget codes and amounts budgeted for each.  Some programs are not allocated funds.
- C. If you do not have access to your accounts and/or funds are not allocated to your program, it is recommended to have a conversation with your Dean and personnel for clarification.
- D. Examples:
  - i.  Course Fees (6507) – report the amount allocated each Academic Year.
  - ii.  Small Equipment & Repairs (6080) – report the amount budgeted each Academic Year.
- E. If multiple locations separate by program location.

**Overall Financial Data Analysis of Information Provided in the Table**

1.  Areas of strengths
   - A.  In reviewing the financial data on the table, what areas are considered programs strengths?
2.  Areas of concern/challenges
   - A.  What areas are concerning/challenging to the program.  These are areas that could be addressed in the Action Plan (Year 2 of cycle).  Any item that goes into an Action Plan, will follow a 3-year plan to address the concerns/challenges.
3.  Comments
   - A.  These are optional.  You can provide additional feedback, thoughts, and/or a summary of this section.

Complete items 1-10 in the table by answering yes or no.

**Review the curriculum of your program by collaborating with personnel in those areas to complete the following questions.**

For questions 11 – 16, collaborate with appropriate faculty and personnel to gather all information.

    <u>**Overall Curriculum Analysis**</u>
11. Describe how the program courses are aligned with industry trends, transfer requirements, and community needs. List examples of how the program is keeping current (i.e., Articulation agreements).

12. Do all faculty members attend trainings/professional development to maintain and learn updated skills as recommended by the discipline and/or industry standards? List trainings/professional development opportunities faculty members have attended in the past 3 years.  Are there additional plans for training and/or professional development?  If so, identify them.

13. How are best practices being maintained? What changes, if any, are needed to maintain best practices? How is assessment used to improve the curriculum? If there are concerns, what solutions are taking place to address the concerns?

14. By whom is the curriculum map reviewed?

15. By whom are course texts and materials reviewed?

**Program Learning Outcomes (1-5)**
1. List the program learning outcomes (PLOs) that have been assessed over the last four years.
2. Add additional rows to the table if needed.
3. Each program should have a minimum of three PLOs.
4. This information is available in the Taskstream system.
5. Mark "x" in the appropriate boxes to indicate which PLOs were assessed during each year of the cycle.

**Analysis of Assessment Data**
6. Strengths of the curriculum (Reference section V).
   a. Identify strengths of the curriculum.

7. Concerns/challenges regarding the curriculum (Reference section V).
   a. Identify any concerns or challenges.

8. Summary of program changes made based on assessment data (over the last four years):

9. Areas of strengths identified from assessment analysis:

10. Areas of concern/challenges identified from assessment analysis:

11. Comments, optional:

<div align="center">**Section VII:  Overall SSR Review and Summary**</div>

**Programs** - Review the information completed in the SSR with the personnel in the program.  Collaborate and respond to the following questions as a summary for your SSR.

What are the strengths of the overall program?

What are the challenges of the overall program?

Summary of overall review.

> **Once completed, send to your Dean.**

<div align="center">**Section VIII – Deans's Overall SSR Summary and Initiatives**</div>

**Programs** – The Dean assigned to the Program will complete this section.

Provide an assessment of the program's self-study:

Identify initiatives and recommendations for program improvement to focus on during the 4-year cycle:

> **Once completed, send to the Program Review Committee (PRC).**

<div align="center">**Section XI - VPAA Executive Summary**</div>

**Programs** – The VPAA will complete this section.

Provide an assessment of the program's self-study:

Identify initiatives and recommendations for program improvement to focus on during the 4-year cycle:

- **Once completed, the VPAA will send to the PRC.**

<div align="center">**Appendix A – Advisory Committee**</div>

Upload all Advisory Committee Agendas and Minutes for the past two years.

## Appendix B:  Assessment Documents

Upload appropriate assessment documents from TaskStream for the past two years. Consult with your dean or director of assessment as needed.

## Appendix C:  Accreditation Documents (If applicable)

Upload appropriate program accreditation documents; these may include most recent accreditation review cycle report and any annual reports for the review cycle. Consult with your dean as needed.


**What to expect in the Spring semester:**

1.  You will present items from your SSR, including overall assessments from each section.
    A.  Presentation guidelines will be sent to you in January.
    B.  Presentations are scheduled for February/March.


2.  The subcommittee assigned to your program will review your SSR prior to the presentation.  After the presentation they will complete a Feedback Form and provide a summary of both items to you prior to leaving for summer break in May.

# Process for Formal Presentation

**Process for Formal Program Review Presentation/Schedule**

- Each program under review will be assigned, by the Program Review Committee Co-Chairs, a Committee member to serve as a mentor to assist the program coordinator/director through the process of completing the self-study document.  The mentor will contact the program coordinator/director within 2 weeks of being assigned to discuss the process and offer assistance.

- The mentor and two additional committee members will be assigned by the Program Review Committee Co-Chairs, to serve as 3-Person Review Team for the formal program review presentation. Each committee member will most likely serve on two review teams. One as a mentor and team reviewer for a program, and one as only a team reviewer for another program.

- Once the program's Self-Study Report has been submitted to the PRC, typically during Y1 of the review cycle, the Review Team for that program will review the submitted Self-Study Report. The Review Team should make notes and develop relevant questions prior to the formal review presentation using the Program Review Feedback Form.

- The scheduling of the Formal Review Presentations will be determined by the Program Review Committee Co-Chairs. Coordinating, scheduling review times and assigning members to review teams will take careful planning to ensure committee members serving on review teams, do not conflict with other program presentation times.

- During the formal review presentation, the Review Team will spend 40-50 minutes with their assigned program coordinator/director. The first 20-25 minutes will provide the coordinator/director the opportunity to share key points of their self-study, identifying strengths, challenges, goals and action plans. The second 20-25 minutes will provide the review team the opportunity to ask questions, clarify statements or concerns. This is not an in-depth review of all components within the self-study, but is a high-level overview of key points.

- After the program presentation is completed, the Program Review Team will collectively review notes and information obtained; to develop a single finalized summary of the program reviewed using the Program Review Feedback Form.  This final draft of the Program Review Feedback Form will be completed by the mentor and uploaded into the appropriate Program Review Committee Teams file by the designated due date determined by the Program Review Committee Co-Chairs. This will be completed within 4 weeks.

# Feedback Form Instructions

**Section I.**    **General Information**

Enter the program name, division, coordinator, and dean for the program being reviewed.

**Section II.**    **Mission/Vision**

1. Mission of the program stated.
2. Vision of the program stated.
3. Program mission supports institutional mission.
4. Program addresses relevant aspects of college's strategic plan.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.
- Programs are recommended to have Vision Statement but are not required.

**Section III.**    **Data Analysis Report**

1. Data for Key Indicators for Program Degree.
2. Data for Key Indicators for Program Certificate.
3. Data for Key Indicators for Credentials, Job Placement, Education/Transfer.
4. Overall Assessment Data Analysis - Areas of Strength Identified.
5. Overall Assessment Data Analysis - Areas of Concern Identified.
6. Program Faculty and Staff Table is complete (Rows 17-20)

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

**Section IV.**    **Data Analysis Report – Financial Information**

1. Budget Portion of Table(s) Completed.
2. Areas of Strength identified.
3. Areas of Concern Identified.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

**Section V.      Curriculum**
1. Table is Complete.
2. Description of how the program/courses are aligned with discipline and/or industry trends and needs
3. Examples provided of how the program is keeping current.
4. Faculty participation in training/professional development reported for past 3 years.
5. Plans for additional training/professional development reported.
6. Best practices identified.  What changes, if any?
7. Curriculum map, course texts, and materials reviewed.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

**Section VI.      Assessment**
1. Program Learning Outcomes table completed.
2. Assessment reports provided (Appendix A).
3. How Assessment is improving Curriculum reported as well as any concerns and solutions.
4. Areas of strengths of the curriculum identified.
5. Summary of program changes made based on assessment data.
6. Areas of strengths of the assessment analysis identified.
7. Areas of concerns/challenges of the assessment analysis identified.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

**Section VII.      Program Review and Summary**
1. Identified program strengths.
2. Identified program challenges.
3. Summary of review.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

**Section VII.      Dean's Review and Summary**
1. Assessment of Self-Study Provided.
2. Initiatives and recommendations for program improvement provided.

- Select the appropriate response to each key indicators listed in this section.
- If needs revision or missing information are selected, provide specific example(s) in the Note or Comments section.

## Section IX.        External Accreditation
1. Relevant information from last external evaluation is listed.
2. Annual report, site-visit report, letter of accreditation OR self-study report is submitted

   ▪ Select the appropriate response to each key indicators listed in this section.


## Section X.        Advisory Committee
1. Advisory Committee minutes and agenda for past two years provided.
   ▪ Select the appropriate response to each key indicators listed in this section.


## Other/General Comments
Provide additional comments regarding the SSR, presentation and feedback as needed.

## Final Instructions for Review Team

- Each team member should use the Feedback form to takes notes and develop questions for the coordinator as you review the Self-Study Report and prepare for the program presentation.
- It is critical to be objective in reviewing all documents included with the SSR. (Assessment, External Accreditation, Advisory…)
- Review team will collaborate and consolidate the review findings and comments in one formal Feedback Form.
- This should be a summary of the Review Team's consensus of the program's SSR and Presentation for the Deans and VPAA review only. They will not be required to respond to the reviewers.
- The Review Team Leader will be responsible for completing the final formal Feedback Form, listing the Review Team members, signing the Feedback on behalf of the Review Team and submitting the Feedback Form to the PRC Chairs by the established due date.

# Action Plan

**Action Plan Form and Directions**

Utilize your Self-Study Report and Feedback Forms to collaborate with your program team for creation of the program action plans.  Once completed, follow the steps at the end of the form for necessary signatures and next steps.  Once all steps are completed, the PRC will send the Action Plan back to your program and dean.  Once received by you, the implementation portion of the program review process begins utilizing the action plans created.

**Program Strengths:**
What are the two (2) largest strengths of the program?  What steps can you take to maintain or improve on these strengths?   The action plans should be completed as to how the program can sustain these strengths over the long term. **PLEASE SEE THE EXAMPLES BELOW TO GUIDE YOU THROUGH DEVELOPING YOUR ACTION PLANS.**

*Example ONLY:*
*Strength 1:  The program has a retention rate of 80%.*

| | |
|---|---|
| Action to be taken: | *1. Continue individualized mentorship by faculty and industry partners.*<br>*2. Continue providing additional lab time for students to practice and perfect their skills.* |
| Resources needed for maintenance: | *1. Increase number of industry partners to meet the demand of students.*<br>*2. Scheduling solutions that are varied enough to increase the days and times the lab is open for additional practice.* |
| Timeline: | *Throughout the four-year cycle, 2021-2025.* |
| Measurement: How will success be measured? | *1. Measured by adding industry partners annually, maintaining current partners, and by expansion of advisory board.*<br>*2. Gather retention data annually to continually assess.  Also, through student feedback each semester regarding scheduling solutions.* |

**Program Challenges:**
What are the two (2) largest challenges facing the program?  Complete action plans for each. These are items the program identifies requiring the most improvement.  Collaboration amongst the team is necessary to develop an action plan. **PLEASE SEE THE EXAMPLES BELOW TO GUIDE YOU THROUGH DEVELOPING YOUR ACTION PLANS.**

*Example ONLY:*
*Challenge 1:  Data reports indicate 25% of students are obtaining industry credentials.*

| | |
|---|---|
| Proposed solution: | *Increase number of credentials obtained by students.* |
| Action to be taken: | 1.  *Analyze and collaborate with team members on causes for the low number of credentials.*<br>2.  *Examine and implement best teaching practices/strategies and methods to increase student credentialing rates.*<br>3.  *Analyze credentialing data after each test for modifications.*<br>4.  *Reassess annually for modifications.* |
| Resources needed: | 1.  *Resources on best teaching practices/strategies as they apply to test preparation.*<br>2. *Professional development in teaching strategies and learning styles.*<br>3. *Professional development on specific industry credentials.* |
| Timeline: | *Ongoing over 4 years.* |
| Measurement: How will success be measured? | *Increase in students obtaining credentials by 3% each academic year.* |

**Program Comments, Dean, PRC, and VPAA Review and Feedback**

**Follow these steps to complete the review of the action plans.**

- o Step 1 – Program Coordinator or Lead Instructor to complete.  Then, send to your dean for review.

- o Step 2 – Deans, review the action plans and complete the following.  Once completed, send to the PRC.

- o Step 3 – PRC to review the action plans, then forward to the VPAA for review.

- o Step 4 – VPAA review.

**After all steps are completed, the PRC will return the completed Action Plan to the program coordinator and their respective dean.

# Mid-Cycle Review Check-In Form

The purpose of this form and summary is to assess the progress of the program's overall health, action plan updates/modifications, and current data.  For each section listed below, review your self-study report, action plans and any updated data prior to completing the form.  Check the box for each section (listed below) as they are reviewed.  Provide additional information and updates for sections listed.  All comments, updates, status of overall program health should be reflected in the mid-cycle summary.

Section I – General Information

Section II – Mission/Vision Statements

Section III - Data Analysis Report – Student, Faculty, and Industry Outlook

Section IV - Financial Data Analysis Report

Section V – Curriculum

Section VI – Action Plan

Section VII - Program Summary

**Dean's Summary of Mid-Cycle Program Progress**

Directions: Include any new recommendations and/or initiatives in your summary and overall assessment of the program at this point in the program review process.

**PRC Review of Mid-Cycle Program Progress**

Directions: Include any comments as needed in the Mid-Cycle Report of the program.

**VPAA Summary of Mid-Cycle Program Progress**

Directions: Include any comments or any new recommendations and/or initiatives in your summary and overall assessment of the program at this point in the program review process.

# Final Report Form

The purpose of this form and summary is to assess the progress of the program's overall health, action plan updates/modifications, and current data in the last year of the review cycle. For each section listed below, review your study report, action plans, mid-cycle report and any updated data prior to completing the form.

**See the Example Final Report Below for guidance.**

| Program: | Name of program |
|---|---|
| SSR Completed: | Date completed |
| Coordinator/Lead Instructor: | Person completing SSR |
| Date of End-of-Cycle: | Date the review cycle ends |
| Final Report Submitted on: | Date submitted |

**Strengths Action Plans**
**Action Plan #1:**

| Action Plan | Place actual action plan here. |
|---|---|

**Was the Action Plan met? If no, describe why.**

| Enter yes or describe why action plan was not met. |
|---|

**Action Plan #2:**

| Action Plan | Place actual action plan here. |
|---|---|

**Was the Action Plan met? If no, describe why.**

| Enter yes or describe why action plan was not met. |
|---|

**Challenges Action Plans**
**Action Plan #1:**

| Action Plan | Place actual action plan here. |
|---|---|

**Was the Action Plan met? If no, describe why.**

| Enter yes or describe why action plan was not met. |
|---|

**Action Plan #2:**

| Action Plan | Place actual action plan here. |
|---|---|

**Was the Action Plan met? If no, describe why.**

| Enter yes or describe why action plan was not met. |
|---|

**As a result of the program self-study, what revisions, creations, or alignments were made to the following?**

| Mission/Vision Statement | State yes, no or in progress. The actual statements do not need to be included. |
|---|---|
| Curriculum | State yes, no or in progress. |
| Advisory Committee | State yes, no or in progress. |
| Accreditation | State current accreditation exists or is in progress of gaining accreditation or no accreditation is required. |

| CLOs, PLOs, ILOs. Do they align with the College's Strategic Goals? | State whether these have been revised or not, and if they align with the College's Strategic Goals. Do not include the revised outcomes or strategic goals. |
|---|---|
| Resources (staffing, funding, equipment, space). | State whether any of these resources have been acquired; in progress of acquiring; or have been reduced or eliminated. |

**What new challenges have arisen since the self-study was completed?**

| Described new challenges identified, recommend top three. |
|---|

**Describe the strengths of the program:**

| Described the overall strengths of the program identified. |
|---|

**Did the program make adequate progress during the 4-year cycle? If not, describe why.**

| Answer yes or no and if no, described the challenges of not making adequate progress. |
|---|

**Summaries and Reviews**
**Coordinator/Lead Instructor:**

| **Comments:** Coordinator's summary of the review process, findings and lessons learned. |
|---|

**Dean:**

| **Comments:** Dean's summary of the review process, findings, conclusions, and recommendations. |
|---|
| **Date Completed and Signature:** | |

**VPAA:**

| **Comments:** VPAA's summary of the program's review process, findings, conclusions and recommendations. |
|---|
| **Date Completed and Signature:** | |