

**PROGRAM NAME:** Enter response here.

**ACADEMIC YEAR:** Select from List

## INSTRUCTIONAL PROGRAM REVIEW

*The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to the I.E. Department.*

### I. PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN

- A. Describe how the program supports the college [mission](#) and [core values](#).

Enter response here.

- B. Describe how the program supports the college [strategic plan](#).

Enter response here.

### II. PROGRAM CURRICULUM

*Sections A, B & C apply only to workforce programs.*

- A. Attach all course syllabi with SCANS included. ***(Workforce Programs only)***
- B. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance. ***(Workforce Programs only)***
1. Credit Hour Standard: There are no more than 60 credit hours in the program plan.

Number of semester credit hours (SCH) in the program plan:      # of SCH      .

If there are more than 60 SCH in the plan, show revision of curriculum. Work with the program's curriculum coordinator to bring the revised program plan to the Curriculum Advisory Board (CAB).

Show revisions of curriculum here.

2. Completers Standard: Average 25 completers over the last five years or five completers per year.

Number of completers:     Enter Average Number of Completers here.

If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of student enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

Enter plan for raising the number of completers here.

3. Licensure Standard: 90 % of first time test takers pass the Licensure exam.

If applicable, include the licensure pass rate:     Enter % Here

For any pass rate below state standard, attach a plan for raising the pass rate.

Enter plan to raise the pass rate here.

C. Current Curriculum (*Workforce Programs only*)

1. Is the program curriculum up-to-date? Please review Collin College's program curriculum at the following levels:

- a. Compared to similar programs at peer schools,
- b. Compared to the first two years of baccalaureate requirements in related fields at Collin College's top ten transfer institutions or existing articulation agreements, and
- c. Any professional association standards or guidelines that may exist relevant to the program.

If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

Explain here.

2. Advisory Committee

- a. How many employers does your Advisory Committee have? Enter # of employers here.

How many attended the last two meetings? Enter # that attended the last two meetings here.

Have they contributed any resources to the program (time, equipment, supplies, money, co-op spots)?

☐ Yes ☐ No If Yes, briefly describe contributions in Table V.

- b. Status of Advisory Committee curriculum recommendations:

Briefly summarize the curriculum recommendations made by the Advisory Committee over the last five years. Describe curriculum recommendations here.

Briefly explain why any Advisory Committee recommendations were not followed (budget limitations, prohibited by accrediting bodies or regulations, not feasible, not appropriate for college mission, lack of qualified faculty, etc.).

Explain why recommendations were not followed here.

How might these barriers to implementation be overcome, if appropriate?

Explain how barriers might be resolved here.

3. Provide the program-level SCANS matrix or a curriculum map that shows every program outcome is supported by at least two courses and every course supports at least one program outcome to demonstrate that the program curriculum sufficiently addresses the acquisition of the foundational skills and knowledge required for students to achieve competency in the program outcomes? Enter the name of attached file here.

- D. What are the completion barriers in the program curriculum? (*All instructional programs*)

Go to the Program Review page on CougarWeb and select the program course history for each of the program awards. Links to the Program Review page are found on both the Institutional Effectiveness and Teaching & Learning pages.

1. Review the course retention rate, course success rate, course enrollment and periodic scheduling to identify barriers to program completion.

- a. Program course retention rate: Attach print out and identify any courses that have a retention rate below the state standard.
- b. Is there sufficient course enrollment to support a stable cycle of required course offerings?  
☐ Yes    ☐ No

Show course enrollment for technical or field of study courses.  
Enter course enrollment for Technical or FOS courses here.

For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

Enter plan to grow enrollment here.

- c. Are the required courses in the program offered at intervals appropriate to enable students to complete “on time” if a student was enrolled full-time and followed the degree plan? ☐ Yes    ☐ No
- d. Identify any required program courses which frequently require course substitutions to enable students to complete an award.  
Enter courses which require course substitutions here.

2. Considering the course retention information gathered from step 1 above, explain program changes planned to remove or mitigate any observed barriers.  
Enter planned changes here.

### III. PROGRAM INFORMATION: ARE THE PROGRAM LITERATURE AND ELECTRONIC SITES CURRENT AND DO THEY PROVIDE AN ACCURATE REPRESENTATION?

- A. Provide program website url:    Enter url here.
- B. List all program literature (course descriptions, degree plans, catalog entries, etc.) in the table III below.

- C. Provide the review date (within the last three months) in Table III below that shows the elements of information listed on the website and in brochures were checked and updated for accuracy (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) are accurate and available to the public.

**Table III-Program Literature Review**

Title	Type	Date Last Reviewed and Updated

#### IV. EMPLOYMENT FOR PROGRAM GRADUATES

*Some relevant data is available on [Career Coach](#).*

- A. Provide evidence of local demand for program graduates.  
Enter evidence here.

If there is low current demand, as evidenced by few AAS-level job postings, explain why and show evidence that near-term future demand will improve local demand for graduates of this program.  
Enter explanation here.

- B. What percent of graduates secure employment in the field.      % employed

If the employment rate is below 75% within 12 months of graduation, explain the plan to increase employment of the program's graduates through relationship building.  
Explain here.

C. Average salary of program graduates. Avg Salary

If average salary is at or below minimum wage plus 15%, explain how the program will be modified to add economic value for graduates.

Explain here.

D. Average number of months to employment. # months to employment

If the average time to employment exceeds six months after graduation, describe the plan to support employment searches for upcoming (and recent) graduates.

Describe plan here.

E. What actions do the program personnel take to assist the college in obtaining the information required by Title IV and Gainful Employment so that students enrolled in this program are able, if otherwise eligible, to receive federal financial aid? Describe actions taken here.

F. What additional actions, if any, are needed to improve the quality of this programs' information needed for college federal reporting requirements? Enter additional actions here.

**Program Data:**

*Unduplicated, actual, annual enrollment data;*

*Definitions of data elements can be found on CougarWeb under Teaching & Learning/Program Review/Institutional Research Files for Program Review*

- Student/Faculty Ratios
- Average Class Size
- Course Enrollment History for all program courses (workforce programs may exclude reporting core course enrollments)

- Grade Distributions
- Contact Hours Taught by Full-Time and Part-Time Faculty

## V. PROGRAM RESOURCES SINCE LAST PROGRAM REVIEW

- A. Partnerships and Relationship Building: List all university/business and industry partnerships. Include co-op or internship sites, visiting class presenters, tours of facilities' use, equipment donors, dedicated program scholarship donors, mentors.

**Table V-A: Partnership Resources**

University/Business & Industry	Partnership Type	Estimated Market Value, if any

- B. Employees: List program employees (full-time and part-time), their role, credentials, and known professional development activity since the last program review.

**Table V-B: Employee Resources**

Employee Name	Role in Program	Credentials	Professional Development since last Program Review

**C. Facilities and Resources: Describe any resources acquired in the last five years, including grants, facilities, and equipment.**

**Table V-C-1: Facilities Resources**

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.

**Table V-C-2: Equipment, Supplies, Maintenance/Repairs** *List all equipment required by the program that you do not consider supplies*

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change

**Table V-C-3: Financial Resources**

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds




## VI. PROGRAM PLANNING

A. Link or attach the last two CIPs. Enter name of last two CIP files here.

B. Next CIP

1. Attach the next CIP with the data and findings on which it is based. Note: Revisions may be made to the CIP to reflect feedback from the Steering Committee or the Leadership Team. Enter name of the next CIP file here.
2. Based on the program data and the results and finding in the past two CIPs, explain how the program action plans logically flow from the data presented.  
Explain here.

C. Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Increase and retain enrollment                               | <input type="checkbox"/> Increase transfers to related baccalaureate institutions |
| <input type="checkbox"/> Increase completes   | <input type="checkbox"/> Increase effectiveness and/or efficiency                 |
| <input type="checkbox"/> Develop resources  | <input type="checkbox"/> Improve student performance levels                       |
| <input type="checkbox"/> Update facilities  | <input type="checkbox"/> Expand services  |
| <input type="checkbox"/> Expand curricular opportunities                              | <input type="checkbox"/> Transform services                                       |
| <input type="checkbox"/> Partner to increase post-graduation employment opportunities | <input type="checkbox"/> Anything else? Briefly describe<br>Enter response here.  |

D. What continuous improvement plans do you have, if any, that require additional resources beyond the program's base budget? Briefly describe what resources you will develop to secure these funds.  
Enter response here.

## **VII. PROGRAM REVIEW REPORT PATHWAY**

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.