



## Program Review Overview

This guide is a form of a self-study narrative noted as Program Review. If the department has significantly different programs, use a separate report for each program in Watermark. Use a single report for programs with similar CIP codes in accordance with the Office of Institutional Effectiveness schedule. The Program Review presents a comprehensive assessment of the academic department's undergraduate degree and certificate offerings, within the parameters of its stated mission, goals, and objectives, and its position within the history of the discipline (past, present, projected). The program review process also provides an opportunity for the program to reassess itself, restating or modifying its mission, and the consequent goals and objectives.

When a Program Review template is created in the Planning & Self Study module of Watermark, the process will not begin with a blank template that is then populated, but rather with a default template that can be edited.

The Program Review template has been designed based on research into common practices for program review across institutions but has been customizable to meet the needs of Weatherford College and to guide faculty and staff through the process.

All Sections in this structure are included by default in your Program Review.

Mission and Introduction ⊕ Add Section

INTRODUCTION

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).  Include

Some Sections automatically pull in data from other parts of Planning and Self-Study to help your department develop program review narratives. These "Smart Connections" are labeled to distinguish them from other sections.

MEASURES AND RESULTS 🔗 Smart Connection

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?  Include



In the list below, Smart Connections are identified with a statement of “**Available Data**”. The following is an explanation of the intention for each Section of the template.

## Program Review Template

Category: Mission and Introduction

- **Introduction**

Reflection question: Provide an overview of the program and the context of where it’s housed within the institution (what department, division, etc.).

- **Organization and Structure of Department**

Reflection question: Describe the hierarchical structure of the department in which the program is housed and include an organizational chart.

- **Program Mission Statement**

**Available Data: The Mission Statement for the program automatically populates**

Reflection question: What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned? What stakeholders were involved?

- **Alignment to Institution Mission**

**Available Data: The Institution Mission and the Mission Statement for the program automatically populate and display side by side**

Reflection question: How does the mission of the program align with the mission of the institution? Also state, how the program supports the College’s Strategic Plan.

Category: Student Learning Outcomes Assessment and Curriculum



- **Program Student Learning Outcomes**

**For the implementation year, Program Student Learning Outcomes will be added to the system by the faculty member.**

**Following implementation, Available Data: The Program Student Learning Outcomes automatically populate. A report indicates if these outcomes were met or not met for each of the last five years.**

Reflection questions:

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

- **Curriculum Map**

**Available Data: The Curriculum Map for the program automatically populates.**

Reflection question: Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle through the Curriculum and Academic Standards Committee? Why or why not?

- **Measures and Results**

**Available Data: A summative report of the measures and results over the last 5 years populates. The report is broken down by program outcome.**

Reflection questions:

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?
2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?



- **Participation in Assessment**

Reflection question: How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle? How is the assessment data shared with faculty and stakeholders?

- **Action Items and Use of Results**

**Available Data: A summative report of the action items linked to assessment results over the last 5 years populates. The report is broken down by program outcome.**

Reflection question: Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

- **Gen Ed**

**Available Data: A summative report of the action items linked to assessment results over the last 5 years populates. The report is broken down by program outcome.**

Reflection question: What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill general education requirements?

- **Program Curriculum**

Attach all course syllabi (For workforce programs, must include SCANS).

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.

1. Credit Hour Standard: There are no more than 60 credit hours for associate degrees and 120 hours for bachelor's degrees in the program plan.

Enter number of semester credit hours (SCH) in the program plan: \_\_\_\_



Category: Faculty Qualifications, Activities, and Scholarship

- **Faculty Qualifications**  
Reflection question: What processes are in place to ensure that faculty have the qualifications to teach in the program? Have these processes changed over the course of this cycle?
- **Scholarship And Research**  
Reflection question: Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.
- **Faculty Awards and Honors**  
Reflection question; Discuss and highlight awards and honors received by faculty over the course of the cycle.
- **Faculty Workload**  
Reflection question: Summarize the workload and responsibilities of faculty. What actions are you taking to avoid faculty overload?
- **Teaching Support and Monitoring Teaching Quality**  
Reflection question: How are faculty being supported to ensure high quality teaching and learning?
- **Faculty and Staff Demographics**  
Reflection questions: Describe recruitment efforts and the diversity of program faculty. What are the goals of these efforts and have they been successful?

Category: Program Data: Student Experience

- **Enrollment & Recruitment**  
Reflection questions:
  1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
  2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?
- **Retention**  
Reflection question: Has student retention remained in an acceptable range over the course of the review cycle?



- **Curriculum/Course Retention and Success Rates**

Reflection questions:

1. Describe enrollment trends in the courses within the program for the past five years.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

- **Completion**

Reflection questions:

1. How many students are graduating from the program? Have the completion rates been in line with expectations *of the state with 25 completers over the last five years or five completers per year?*

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

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.
3. Licensure standard for first time test takers pass the license, registration, or certification exam at a 90% standard.

If applicable, include the pass rate and name of the exam:

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

- **Course Evaluation Data**

Reflection question: What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle. What was the average response rate for the program? If below a 50% response rate, how



can you improve responses to course evaluations?

- **Student Advising**  
Reflection question: What advising mechanism is in place for the student?
- **Student Awards and Achievements**  
Reflection question: Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

#### Category: Program Analysis

- **SWOT Analysis**  
Reflection question: Strengths, Weaknesses, Opportunities, and Threats (For Workforce Programs, conduct a SWOT with your advisory committee and key stakeholders).
- **Campus Facility and Resources**  
Reflection question: Provide an analysis on the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc.).
- **Cost Analysis**  
Reflection question: Describe how the program is being effective with its resources. Is the program operating at a profit, loss or breakeven point based on the number of students, tuition, fees, and performance funding for each academic year.

#### Category: Industry and Program Trends

- **Analysis of the Discipline**  
Reflection Question: Provide context for the status of the discipline today. What are some emerging trends in this discipline across the country? What is happening in the industries related to this discipline?
- **Comparison to Similar Programs at Peer Institutions**  
Reflection question: Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes. Is the program up-to-date related to similar programs, including professional association standards or guidelines that may exist relevant to the program.

If the program curriculum differs significantly from these benchmarks, explain how Weatherford College curriculum benefits students and other college constituents. Or, what curriculum changes will be made the next academic year?



- **Exit Surveys**  
Reflection questions: What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle. What are some completion barriers to the program based on the feedback? Consider course retention rates, course success rates, course enrollment and scheduling barriers to program completion.
- **Graduate/Alumni Feedback on the Program**  
Reflection question: What were some positive and negative feedback received from alumni? Highlight any trends or insights that came from alumni feedback over the course of the cycle.
- **Recommendations from Previous Program Reviews**  
Reflection question: Summarize recommendations from previous PRs, describe how those recommendations were applied throughout this cycle.
- **Industry Relevance and Employment**  
Reflection question: How do your student learning outcomes align with industry needs?
- **Employment Outlook**  
Reflection question: Describe employment outlook for the degree. Are there changes that could be made to improve employment outlook?
- **Advisory Committees for Workforce Programs (AAS, AAT, BAAT, BSN, and BAT)**

How many employers does your Advisory Committee have?

How many attended the last two meetings?

Have they contributed any resources to the program (time, equipment, supplies, funding, cooperative learning experiences)?

YES. NO. If yes, describe the contributions made.

Status of Advisory Committee Curriculum Recommendations:

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





If recommendations were not followed (budget limitations, prohibited by accrediting regulations, not feasible, not appropriate to the mission of the College, lack of qualified faculty, etc.), explain why.

- Provide the program-level matrix or a curriculum map that shows how every program outcome is supported by at least two courses and every course supports at least one program learning outcome to demonstrate that the program curriculum sufficiently addresses the acquisition of the foundations skills and knowledge required for students to achieve competency in the program outcomes and where learning is introduced, reinforced and assessed (See PLO Matrix example).