Academic Program Review
for
Associate Degrees
and
Certificates
Name of Program: _________________________________

Program Coordinator/Department Chair: _____________________________

Academic program review is part of the institution’s overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program's purpose and goals.

Signatures:

_____________________________________________    _________
Program Coordinator/Department Chair                                                         Date

_____________________________________________    _________
Vice President, Academic and Student Affairs                                               Date

_____________________________________________    _________
President                                                                                                         Date
Academic Program Review

I. Program Mission and Goals

II. Data Analysis and Market Analysis/Influence

III. Program/Student Outcomes

IV. Program Design

V. Faculty

VI. Recruitment

VII. Program Resources/Needs

VIII. Summary
I: Program Mission and Goals

1. State the mission of the program.

2. Describe the relationship of the program’s mission to the overall mission of the College.

3. Is the program accredited by an accrediting agency?
   Yes [ ] No [ ]
   If yes, please name:

4. Please identify the external consultant for this program.

5. Who participates in planning the program (e.g. employers, faculty, students, others)?
II: Data Analysis and Market Analysis/Influence

1. Identify the important trends, patterns, and issues that emerge through the enrollment, retention, academic progress, and graduation data that was provided.

2. Comment on significant findings that emerge from any Student Transfer and Employment Follow-up data that has been collected.

3. Summarize findings from any student/employer/transfer surveys and/or focus groups.

4. Provide a definition of this employment sector – the specific occupations together with the education and skills that are required.

5. Using relevant labor statistics including local sources, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years.

6. Explain existing mechanisms that allow for input from industry. (Cite examples of how this has had an impact on the program over the last 3-5 years.)
7. List the program advisory committee members and attach copies of recent minutes of committee meetings.

III: Program/Student Outcomes

1. What are the course completion rates for students in this program?

2. What is the Fall to Spring Persistence Rate for students who are matriculated in this program?

3. What is the Fall to Fall Persistence Rate for students who are matriculated in this program?

4. Using the most recent Cape Cod Community College Graduate Report, provide evidence that graduates of the program are employed in the career for which the program prepared them.
5. In the table below, list the major program goals and outcomes in measurable terms.

<table>
<thead>
<tr>
<th>Program Goals and Outcomes</th>
<th>Courses with related program outcomes</th>
<th>Competencies for courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the ____________________________ Program, the student will: (Indicate what students know and be able to do at the end of the program)</td>
<td></td>
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<tr>
<td>1.</td>
<td>1.1</td>
<td>1.1 a</td>
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<td>1.1 b</td>
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<tr>
<td>2.</td>
<td>2.1</td>
<td>2.1 a</td>
</tr>
<tr>
<td></td>
<td>2.1 b</td>
<td>2.2</td>
</tr>
<tr>
<td>2.2 (etc.)</td>
<td>2.2 a</td>
<td>2.2 b</td>
</tr>
</tbody>
</table>

- Add rows as needed. The number of subdivisions under each goal depends on program needs.
- Whole number goals are the ones that will show up in the catalog and should represent categories of performance that students will demonstrate. The next level (2.1, 3.2, etc.) should describe the more specific behaviors that students will exhibit, and the last level (a, b, etc.) should list things that teachers can measure and document via classwork. These last two levels are not for external publication but are necessary for in-house discussion, clarity of program intentions, and identification of opportunities for aggregate assessments that can help with program improvement.
- The courses listed should include only those in the program curriculum, and their course outcomes should reflect an intention to address the program outcomes with which they are aligned. This reflection may be somewhat indirect, but it should be identifiable and capable of being pointed out to those who might not immediately see it.
6. How are the competencies verified (e.g. tests, portfolios, capstone course)?

7. Provide evidence that employers are satisfied that graduates of the program have the skills and abilities to function as competent employees.

8. Indicate the number of degrees awarded in this program for the last five years.

IV: Program Design

1. Based on the Market Analysis/Influence in Section III, evaluate the current curriculum’s strengths and identify those areas that require attention and changes or additions that could lead to increased growth in the program.

2. Curriculum: Provide information from the College catalog, which identifies all of the courses in the program(s) of study. (Attach copies as printed in the most recent College catalog.)
3. Identify and discuss program courses for which outcomes are available.

4. Attach copies of the College syllabus for each program course.

5. How are course outcomes developed, reviewed and modified?

6. Describe how course outcomes are assessed.

7. Describe the process used to review curriculum and course content. What is the role of faculty? What is the role of the Program Advisory Committee?

8. Describe the process used for annual review of textbooks.
9. Describe how courses are scheduled to meet the needs of day and evening students?

10. Describe the process for assuring that students who are enrolled in courses offered through evening or at a distance are acquiring the same skill set as those students who are enrolled in the day program.

11. Provide a proposed revised curriculum for the program and describe the rationale for the course sequence.

12. Explain how general education components are integrated within the program.

13. Describe the instructional methodologies utilized in the program.

14. Provide examples of how students demonstrate their use and understanding of information technology in the program.
15. List any changes that would enhance student learning.

16. Describe any work-based or service-learning opportunities within the program.

17. Provide data that demonstrates the effectiveness of the opportunities described above.

18. Provide examples of student learning outcomes (knowledge, skills, abilities) for the program and its courses.

19. Describe any new student assessment methods that have been implemented.
V: Faculty

1. Discuss the adequacy of staffing levels to teach and advise students in the program. Is the ratio of full-time to adjunct faculty appropriate?

2. List any professional development activities participated in by program faculty. Describe any unmet professional needs.

3. Provide evidence that faculty who are teaching in this program have the proper credentials and preparation. Include resumes of all faculty (adjuncts and full-time) who are teaching in the program. (Transcripts of all faculty must be on file in the Human Resources office.)

4. Is there a plan for professional development for faculty who lack current credentials? If so, describe any recent examples of how professional development arrangements have been made.

VI: Recruitment

1. What efforts are made to recruit/market the program? (Include any examples of faculty recruitment.)
2. Are there plans to target this program to any new groups?

3. List all articulation agreements currently in place for this program (e.g. Tech Prep).

4. Does your program have a program information packet available for students? Please attach copies.

5. Prepare enrollment projections for the next five years. What are these projections based upon?

VII: Program Resources/Needs

1. What specific support services and activities does this program require? Comment on the availability and adequacy of these services.

2. Assess the overall currency of the library collection. Make recommendations for weeding out out-of-date materials and ordering new acquisitions.
3. Do program facilities and equipment meet current business and industry standards?

4. How adequate and appropriate are program facilities and equipment? Be specific about current deficiencies or projected needs.

5. Is the program budget adequate to meet the needs? If not, indicate the deficiencies.
VIII: Summary

Major Program Strengths:

Major Program Issues:

Recommendations:

Plan for program improvement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
<th>Cost</th>
<th>Timeline</th>
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