

## **Instructional Program Review Template**

### ***Timeline***

- Fall In-service: Instructional Director meets with programs scheduled to be reviewed to go over expectations, the template, the timeline and designating a faculty lead;
- November 15: Instructional Director meets with designated lead to get updates, provide resources and ensure everything is on track;
- December 31: Deadline for submitting initial data requests to the Institutional Research Office.
- February 1: Instructional Director meets with designated lead again to get updates, provide resources and ensure everything is on track;
- February 28: Institutional Research Office provides requested data.
- Spring In-Service: Final draft presented to Instructional Director and/or Chief Academic and Student Services Officer (CASSO), as well as program faculty. Other interested stakeholders, such as advisory groups, may also be invited.
- April 30: Instructional Director and CASSO provide written summary of feedback, to be included as an addendum to the review itself.
- May 31: Final reports due to all faculty within the program, Instructional Director, and CASSO. Final reports will, at a minimum, respond to written feedback included in the addendum. In particular, any areas of concerns will be addressed.

### ***Section One: Mission and Goals***

- A. Describe the mission of the program.
- B. List the goals and objectives for the program.

### ***Section Two: Action and Previous Review's Recommendations***

- A. Please summarize changes that have been made since the last review.
- B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

### ***Section Three: Describe, Assess & Analyze***

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

#### **A. Faculty**

- I. Quantity of faculty needed to meet the needs of the program
- II. Extent of the reliance upon part-time faculty
- III. Incorporation of instructional best practices
- IV. Use of professional development opportunities to improve teaching and learning strategies
- V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

#### **B. Curriculum**

- I. Program alignment with professional and national standards
  - Course currency and relevancy
  - Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes (CTE programs only).
  - Forecast future employment opportunities for students, including national or state forecasts if appropriate (CTE programs only).
  - Degrees and certificates offered (CTE programs only)
- II. Student Learning Outcomes
  - Course-Level Outcomes:
    - Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.
  - Program-Level Outcomes:
    - Describe the strategies that are used to determine whether students have met the outcomes of their program, degree or certificate.
    - Summarize the results of the assessments of these outcomes.

- Identify and give examples of assessment-driven changes that have been made to improve students' attainment of program, degree and certificate outcomes.

C. Enrollment

- I. Enrollment data since the last review
- II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program
- III. Describe current and projected demand and enrollment patterns

D. Budget

- I. Adequate to meet the needs of the program

***Section Four: Recommendations***

Based on the analysis in Section Three:

- A. Provide recommendations for the next review cycle.
- B. How will the program determine if it has made progress on its recommendations?