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 Officer (CAO), as well as program faculty. Other interested stakeholders, such as advisory groups, may also be invited.

- April 30: Instructional Director and CAO 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, CAO and Institutional Assessment Committee. 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:

     o Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

   - Program-Level Outcomes:

     o Describe the strategies that are used to determine whether students have met the outcomes of their program, degree or certificate.

     o 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?