



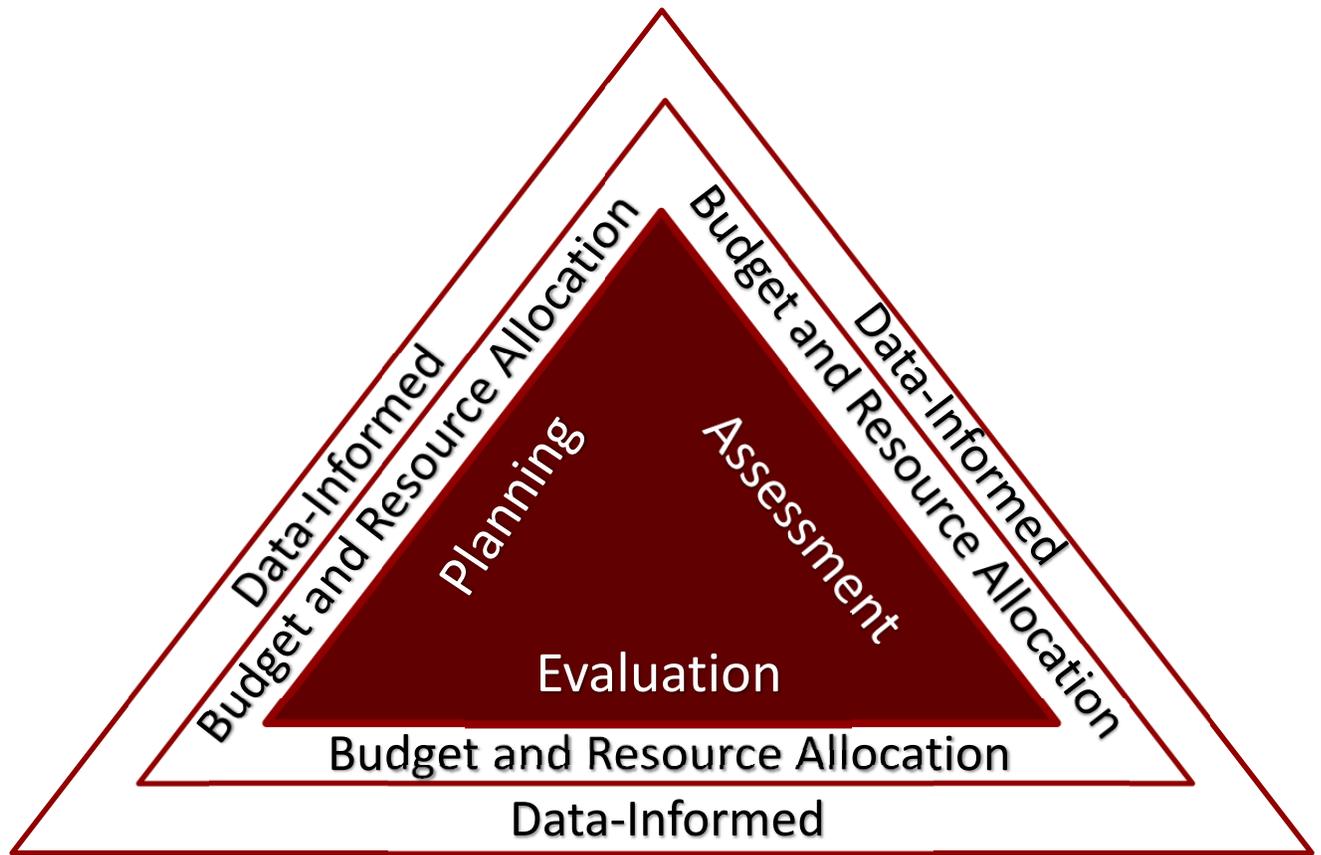
**EVALUATION MANUAL FOR FIVE-YEAR
ACADEMIC PROGRAM REVIEW**

PREPARED BY
THE OFFICE OF
INSTITUTIONAL
EFFECTIVENESS

Revised October 2014

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Introduction

This document provides an overview of the system for reviewing and evaluating each academic program on a regular schedule. All degree programs together with their related certificates and career studies certificates, as well as “stand-alone” certificates and career studies certificates, will be reviewed according to the schedule recommended by the Office of Institutional Effectiveness and approved by the Administrative Council.

What is the Purpose of Program Review?

The purpose of the academic program review is to provide instructional programs an opportunity to:

- **Systematically evaluate** the quality, program effectiveness and productivity, and role of the program.
- **Consider** what works and what does not work.
- **Reflect** on what has occurred in the past five years and what the program should achieve in the next five years.
- **Celebrate** the strengths and successes of the program.
- **Plan** the future direction of the program and act on priorities identified in the review.

The academic program review process is a vital part of institutional planning and evaluation. Reviews are intended to be evidence-based, with data helping to inform the conversations academic programs need to validate their achievements and identify areas for improvement. In addition, the review process strengthens linkages connecting JTCC’s strategic planning process with that of individual programs. An integral component of institutional effectiveness is that academic program evaluation offers deans, department chairs, program heads, and faculty an opportunity to reflect on educational practices and review the role of their program in the context of JTCC’s mission.

In addition, the Commission on Colleges of the Southern Association of Colleges and School Core Requirement 2.5 states:

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Components of the Program Review

Periodic and systematic review of academic programs will occur on a five-year cycle. Assessment and planning activities take place annually, culminating in a comprehensive report that focuses on highlighting evidence that the program is effective in meeting the needs of its students and faculty and staff and the communities we serve. Components of the comprehensive program review include:

- a purpose/mission statement of the program and its goals
- information on credentials of faculty and staff and their professional development
- a review of the curriculum
- a summary of student learning assessments
- statistical analyses of enrollments, course completions, graduation and transfer rates, student surveys, focus groups, etc.
- an analysis of the strengths, weaknesses, and opportunities of the program, or a program summary
- an action plan for continuous improvement of the program

Process and Calendar

1. Early Fall Notification of Program Review

- Program Heads/Department Chairs and their deans will be notified of their upcoming program review in the fall. **The final report is due by February 20.**
- **Program Faculty or Lead:** Program Heads/Department Chairs or designee will take the lead on the planning assessment and data collection in order to synthesize the information into a five year program report (Table 2 lists programs and review year).
- **Academic Deans:** The academic deans have responsibility for reviewing and submitting program evaluation reports for their programs in their respective divisions. This may involve collaboration with deans from the other divisions.

2. The Office of Institutional Effectiveness (OIE):

will provide programs with statistical data on their programs from the Student Information System, National Student Clearinghouse for transfer data, employment data as available, and student surveys where applicable.

3. Curriculum and Instruction Committee (C&I):

will review the reports and meet with the dean and program head or department chair to discuss its findings.

- One of four recommendations may be made:
 - 1) the program is approved and no follow-up report is required,
 - 2) program is approved, but there are still questions and a follow-up report is required,
 - 3) program needs significant improvements and a follow-up report is required, or
 - 4) program is discontinued. (Table 1 summarizes the time-table in the program review cycle).

If a follow-up report is required, the dean and program head/department chair will meet to discuss the requirements of the follow-up report and establish a plan for meeting those requirements. Review of the follow-up report will take place the subsequent year with the same deadlines as for those submitting full program reviews.

Table 1. Calendar of Program Review Process

<p>August: Deans, department chairs/program heads will be notified by the OIE of their upcoming program review for upcoming academic year.</p>
<p>September: Orientation with deans and department chairs/program heads and OIE</p>
<p>October-November: Dean, department chairs/program heads and others discuss and begin working on compiling program and external data.</p>
<p>January-February: dean, department chairs/program heads, program faculty and others write program review report.</p>
<p>February: Report due and submitted to the OIE by February 20. The report is then submitted to the Curriculum and Instruction Committee) for review and feedback.</p>
<p>April: The C&I committee returns reviews with recommendations to the appropriate dean and department chair/program head for revision, if necessary.</p> <p>Program review submitted to the Administrative Council for review, recommendations, and budget implications.</p> <p>Dean/department chair/program head review document, make recommended changes.</p>
<p>May: Final iteration of program review submitted.</p>

This calendar is recommended by the Office of Institutional Effectiveness, approved by the Curriculum and Instruction Committee and submitted to Administrative Council for approval. The review schedule for the five-year cycle 2013-14 through 2017-18 can be found on pages 7-12. As new programs are developed, they will be added to the calendar. Requests for modifications to this schedule must be submitted to the Office of Institutional Effectiveness.

Table 2: Five Year Academic Program Review Schedule

<p>2013-14</p>	<p>Business Administration, A.S.--213-01 Business Management, A.A.S--212-01 Business Information Systems, CSC--221-212-15 Small Business Management, CSC--221-212-24 Supervision, CSC--221-212-25 General Studies, A.S.--699-01 Logistics Specialization, A.S.-- 699-06 Psychology Specialization, A.S.--699-02 Science Specialization, A.S.—699-04 Secondary Teacher Education Specialization in Math and Science, A.S.-- 699-05 Teacher Education Specialization Elementary (K-6), A.S.-- 699-03 General Education, Cert--695-01 Human Services, A.A.S.--480-01 Human Services, A.A.S.--480-02--Disabilities Human Services, A.A.S.--480--04--Criminology Human Services, A.A.S.--480--05--Gerontology Human Services, A.A.S.--480-06--Pre Social Work Adult Home Administration, CSC--221-480-02 Bereavement & Grief Counseling, CSC--221-482-01 Human Services Administration and Supervision, CSC--221-480-45 Substance Abuse, CSC--221-480-30</p>
<p>2014- 15</p>	<p>EMS Intermediate, CSC--221-146-03 Mechanical Engineering Technology, A.A.S--956-01 Mechatronics Technician specialization --956-05 Mechanical Maintenance, CSC--221-990-84 Technical Studies, A.A.S--718-01 Applied Technology, CSC--221-718-02 Precision Machining, Cert--885-01 Basic Precision Machining, CSC--221-883-10 Computer Numerical Control, CSC--221-938-02 Electricity, CSC--221-941-01 Heating and Air-conditioning, CSC, 221-903-10 Industrial Electricity, CSC--221-941-03 Residential Electricity, CSC--221-941-02 Welding, Cert--995-01 Welding, CSC--221-995-01 Web Design, CSC--221-352-02</p>
<p>2015-16</p>	<p>Athletic Coaching, CSC--221-460-10 Early Childhood Development, A.A.S--636-01 Early Childhood Development-Teacher Assistant--A.A.S--636-02 Child Care, Cert--634-01 Child Care Management, CSC--221-636-03 Early Childhood, CSC--221-636-04 Engineering, A.S.--831-01 Nursing, A.A.S--156-01--Traditional Track</p>

	<p>Nursing, A.A.S.--156-04--Hybrid Distance Education Pre-B.S.N., Cert--144-01 Paralegal Studies, CSC--221-260-01 Visual Arts, AAA-531-01 Fine Arts, Cert--519-01</p>
2016-17	<p>Accounting, A.A.S.--203-01 Accounting, CSC--212-203-02 Architectural Engineering Technology, A.A.S.--901-01 Building Construction, Certificate--989-01 Civil Engineering, CSC--221-895-06 Computer-Aided Drafting, CSC--221-729-01 Geographic Information Systems, CSC--221-719-71 Surveying, CSC--221-915-01 Liberal Arts, A.A.--648-01 Liberal Arts Theatre Arts Spec, A.A.--648-02 Liberal Arts Communication Spec, A.A.--648-03 Liberal Arts Music Spec, A.A.--648-04 Liberal Arts International Studies Spec—A.A.--650-03 Police Science, A.A.S.--464-01 Police Science, A.A.S.--464-02--Homeland Security Homeland Security, Cert--407-01 Administration of Justice, CSC--221-400-01</p>
2017-18	<p>Funeral Services, A.A.S--155-01 Allied Pre-Funeral Services, CSC--221-155-01 Information Systems, A.S.--340-01 Information Technology, A.A.S--299-06 Business Information, CSC--221-212-15 Computer Applications, CSC--221-299-05 Cisco Network, CSC --221-732-10 Network Support, CSC--221-732-07 Program Development, CSC--221-299-30</p>

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<u>ASSOCIATE OF SCIENCE DEGREES</u>					
Business Administration	*				
Engineering			*		
General Studies					
<input type="checkbox"/> <i>Logistics Specialization</i>					
<input type="checkbox"/> <i>Psychology Specialization</i>					
<input type="checkbox"/> <i>Science Specialization</i>	*				
<input type="checkbox"/> <i>Secondary Teacher Education</i>					
<input type="checkbox"/> <i>Spec. in Math and Science</i>					
<input type="checkbox"/> <i>Teacher Education Specialization Elementary (K-6)</i>					
Information Systems					*
Paralegal Studies (<i>Pending Approval</i>)					
Liberal Arts					
<input type="checkbox"/> <i>Communication Specialization</i>					
<input type="checkbox"/> <i>International Studies Specialization</i>				*	
<input type="checkbox"/> <i>Music Specialization</i>					
<input type="checkbox"/> <i>Theatre Arts Specialization</i>					
<u>ASSOCIATE OF APPLIED ARTS DEGREES</u>					
Visual Arts					
<input type="checkbox"/> <i>Photography and Film Specialization</i>			*		
<input type="checkbox"/> <i>Visual Communication Specialization</i>					
<u>ASSOCIATE OF APPLIED SCIENCE DEGREES</u>					
Accounting				*	
Architectural Engineering				*	
Business Management	*				
Early Childhood Development					
<input type="checkbox"/> <i>Teacher Assistant Specialization</i>			*		
Funeral Services					*
Human Services					
<input type="checkbox"/> <i>Criminology Track</i>	*				
<input type="checkbox"/> <i>Disabilities Track</i>					
<input type="checkbox"/> <i>Forensics Track</i>					

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<input type="checkbox"/> <i>General Track</i> <input type="checkbox"/> <i>Gerontology Track</i> <input type="checkbox"/> <i>Social Work Track</i>					
Information Technology <input type="checkbox"/> <i>Cisco Network Track</i> <input type="checkbox"/> <i>Computer Applications Track</i> <input type="checkbox"/> <i>Network Support Track</i> <input type="checkbox"/> <i>Program Development Track</i>					*
Mechanical Engineering Technology <input type="checkbox"/> <i>Mechatronics Technician Specialization</i>		*			
Nursing <input type="checkbox"/> <i>Traditional Track</i> <input type="checkbox"/> <i>Hybrid Distance Education Track</i>			*		
Police Science <input type="checkbox"/> <i>Homeland Security Specialization</i>				*	
Technical Studies <input type="checkbox"/> <i>Heating, Ventilation and Air Conditioning Track</i> <input type="checkbox"/> <i>Industrial Electricity Track</i> <input type="checkbox"/> <i>Mechanical Maintenance Track</i> <input type="checkbox"/> <i>Precision Machining Computer Numerical Control (CNC) Track</i> <input type="checkbox"/> <i>Precision Machining Technology Track</i> <input type="checkbox"/> <i>Welding Track</i>		*			
CERTIFICATES					
Building Construction				*	
Child Care			*		
Fine Arts			*		
General Education	*				
Homeland Security				*	
Pre-B.S.N			*		
Precision Machining Technology		*			
Welding		*			

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<u>CAREER STUDIES CERTIFICATES</u>					
Accounting				*	
Administration of Justice				*	
Adult Home Administration	*				
Allied Health Preparation <input type="checkbox"/> <i>Pre-Funeral Services</i> <input type="checkbox"/> <i>Pre-Nursing</i>					
Allied Technology		*			
Athletic Coaching			*		
Basic Precision Machining Technology		*			
Bereavement and Grief Counseling	*				
Business Information Systems	*				
Business Information Management					*
Child Care Management			*		
Cisco Network					*
Civil Engineering Computer-Aided Drafting				*	
Computer Aided Drafting					
Computer Applications					*
Computer Numerical Control		*			
Early Childhood			*		
Electricity		*			
Emergency Medical Services <input type="checkbox"/> <i>Intermediate</i>		*			
Funeral Home Management					
Geographic Information Systems				*	
Heating and Air Conditioning		*			
Human Services Administration and Supervision	*				
Industrial Electricity		*			
Mechanical Maintenance		*			
Network Support					*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Paralegal Studies			*		
Program Development					*
Residential Electricity		*			
Small Business Management	*				
Substance Abuse Assistant	*				
Supervision	*				
Surveying				*	
Web Design		*			
Welding		*			

Productivity Standards

The coordinating dean along with the program head/department chair will determine whether or not a program, certificate, or career studies certificate meets the productivity guidelines. The coordinating dean may also identify productivity issues that should be addressed

The State Council of Higher Education in Virginia has established productivity guidelines for degree programs. Information in the table below is based on SCHEV guidelines (most recently reviewed in 2008) and VCCS guidelines. These standards reflect five-year averages and are for institutions with over 5000 full-time-equivalent students.

Programs									
AA, AS Transfer		AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		AAS Engineering, Mechanical, and Industrial Technologies		AAS Health Technologies		Certificates	
FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
24	17	18	12	13	9	10	7	10	7

Programs with Specializations or Tracks within the Associate Degree

A special section (Part 6) within the template (Appendix A) is there for programs with specializations or tracks. In this section for each specialization, please address the need for this specialization or track, address enrollments and graduation data, any assessment of student learning, and implications for the future of this specialization or track.

If there is more than one specialization or track, simply recreate the section as many times as needed, in the final report.

Assessing Strengths, Weaknesses/Challenges, and Opportunities

The analysis is a valuable tool in assessing the situation. It begins by:

- **conducting** an inventory of internal strengths and opportunities in the program
- **considering** the weaknesses or challenges in the program

This analysis occurs towards the end of the program review template.

Internal

Strengths: What did the program do well? What can be learned from the program's successes?

Strengths describe the positive attributes, tangible and intangible, internal to the program. What did the program do well? What resources are available? What advantages does the program have?

Examples of program strengths may include:

- **Knowledge**, training, educational background, skills, and experience of the program's faculty, staff, and administration
- **Available** capital, equipment, information and processing systems, and other valuable resources
- **Collaborations** with other programs at the College

Weaknesses: What is not functioning as well as it could be? What changes should occur to help the program meet its objectives?

Weaknesses are factors that are within the program's control that undermine the ability to achieve or maintain the program's objectives.

Examples of program weaknesses may include:

- **Lack** of expertise, lack of access to skills or training for faculty or staff
- **Functional gaps** such as low graduation or transfer rates of students, including underserved populations
- **Limited** equipment and/or technological resources

External

Opportunities: What external opportunities will help the program meet its planned objectives or grow?

Opportunities are usually external factors that can help the program execute its strategies and realize its potential.

Examples of program opportunities may include:

- **Staff** training opportunities
- **Lowered** costs for needed equipment
- **New** equipment and technology

Challenges: What factors present challenges for the program?

Challenges are created by an unfavorable trend or development that may lead to deterioration of the program. These are also external – the program has no control over them, but may benefit by having contingency plans to address them if they should occur.

Examples of challenges for the program may include:

- **Academic or career** preferences of students
- **Changing** populations of service region
- **External** accountability measures
- **Economic downturns** at the local or state level
- **Competition** from other organizations
- **Technology** obsolescence

Elements of the Five-Year Academic Program Review Report

Templates for the actual report can be found in Appendices A, B, and C. Appendix A contains the template for degree programs, Appendix B contains template for certificates, and Appendix C contains the template for career studies certificates.

The outline for the report follows:

- Title page with signatures
- Cover Page
- Executive Summary
- Part 1—Overview of Program
- Part 2—Faculty and Staff
- Part 3—Facilities, Equipment, and Budget
- Part 4—Evaluation and Improvement
- Part 5—Program Data
- Part 6—For programs with Specializations
- Part 7—Priorities for the Future
- Part 8—Recommendations

Appendix A
Template for Associate Degree
Five-Year Program Review

Cover Page for Degree Programs

Five-Year Program Review Report

Name of Academic

Program: _____

Submitted by: _____ Date: _____

(Program Chair or Department Chair)

Reviewed by Dean _____ Date: _____

Reviewed by C&I Committee

Date: _____

Reviewed by Administrative Council

Date: _____

C&I Committee Recommended Action:

- Approved—program is effective, no follow-up report required
- Approved with questions—program is making satisfactory progress, but a follow-up report is due in one year
- Tentative approval—program needs significant improvements and a follow-up report is required
- Program to be discontinued

Vice President of Academic Affairs _____ Date: _____

Executive Summary

The executive summary provides an overview of the entire report and allows readers from a variety of audiences to focus immediately on the most important finding of the review. Executive summaries are usually 1-3 pages in length (though that varies depending on the length of the body of the report). Please include the following:

- a. Overview of the entire report (key points resented in identical order as they appear in the report)
- b. At least one to three notable findings
- c. The most important next steps for the program

Part 1—Overview of Program

This section is to be completed by all programs. Please respond to the questions in the box following each question. If additional documents or responses are included as an attachment, label as an attachment and indicate its location in the applicable box.

1. Purpose or Mission Statement for the Program

2. Describe how the program helps the College fulfill its mission and goals.

3. List the Student Learning Outcomes for the Program

4. Summary of curriculum changes during the past five years.

5. **FOR CTE PROGRAMS:** Summary of Advisory Committee Activity during the past five years.
(*Include minutes*)

6. **FOR CTE PROGRAMS:** Describe the community need for the program, for example identify labor/market trends that may impact current and future graduates of this program, input from your advisory committee, meetings with recent graduates, and/or national and regional data. One possible source is: <https://www.vawc.virginia.gov/analyzer/default.asp>

Part 2—Faculty and Staff

7. List all personnel (FT and PT) for your program and describe their credentials. In addition, add significant professional development and how those activities influenced their teaching or support of program.. Please complete for both full-time and permanent (excluding adjunct faculty) part-time faculty/staff. [You may use the faculty roster which is available through Human Resources.] (Note: given the large numbers of faculty in General Studies and Liberal Arts, those programs will limit their responses to full-time faculty.)

Faculty/Administration	Title/Position	Full-Time (FT) or Part-Time (PT)	Credentials	Professional development /Teaching innovations Teaching/Support of department

Classified Staff	Full-Time (FT) or Part-Time (PT)	Job Position	Professional development/ Support of department

8. Explain how the above innovations, professional development, and support contribute to the overall effectiveness of the program.

9. Do personnel possess all specialized skills or credentials required to support the program area?
 Yes No If “No”, explain what other skills or credentials or training would be helpful.

10. Are there unmet needs for professional development among personnel in this instructional program? Yes No If “Yes”, please explain below.

11. Is the number of personnel adequate to support your program area? Yes No If “No” please explain below.

12. List how program personnel are involved in college service and college activities.

Faculty/staff	Name of College Committee, Organization, Club, Activity	Role/Position/Service in College Committee, Organization, Club, etc.

Part 3—Facilities, Equipment, and Budget

13. Are the following facilities occupied by your program adequate for supporting the program?

Choose “Yes”, “No”, “To Some Degree”, or “N/A” for each of the selections related to program facilities.

	Yes	To Some Degree	No	N/A
A. Classroom space				
B. Office space				
C. Labs				
D. Arrangement/layout of classrooms				
E. Arrangement/layout of labs				
F. Services (electrical, plumbing, etc.)				
G. Maintenance services				
H. Safety				
I. Security				
J. Heating and ventilation				
K. Lighting				
L. Accommodations for students with disabilities				
M. Storage				
N. Other:				

14. Are additional facilities needed to support the program? Yes No

If yes, please list and explain.

--

15. What, if any, additional financial support does the program require in order to meet its needs?

--

16. **List additional equipment and technology requested.** Please be as specific and as brief as possible.

Place items on list in order (rank) or importance.	Cost per Item	Number Requested	Sub-Total of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. Other: <u>Reason:</u>			
Total Cost of Request:			

Part 4—Assessment and Improvement

17. Briefly summarize the program-level student learning outcome findings for the past five years.

18. What actions based on your assessment results have been taken to improve the program?

19. Provide, if applicable, an overview of significant results, honors, awards, and/or milestones achieved, as well as enhancements made to this program over the past five years.

20. Discuss any new strategies implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with other program areas, curriculum revision, etc.

Part 5—Data

OIE will provide enrollment profiles for programs and disaggregated data. Please analyze, summarize, and submit your program’s data after review.

21. Populate the demographic, program, and success measures for your program (as in tables found in Program Review Manual APPENDIX D) and add as an appendix to your document.

22. Summarize what the program learned from the demographic, program, and success measures data. How will these results be used for improvement(s) and planning?

--

23. Provide any additional information/data that you consider pertinent in assessing this program.

--

24. **External Data** (if applicable):

Provide any external data pertinent to the program and its students. These include, but are not limited to national exam results, reviews of artistic productions, alumni data, and reports from employers or internship supervisors.

--

25. **Program Production** (Number of graduates and FTES (Full-Time Equivalent Students) per year for the last five years)

The academic dean along with the program head/department chair will determine whether or not a degree program meets the productivity guidelines established by SCHEV.

Please use the appropriate chart to document both FTES and graduation data in your program.

Transfer (AA, AS)

	Year 1	Year 2	Year 3	Year 4	Year 5	JTCC Program Five-Year Average	SCHEV Ratio Standards
FTES							24
Graduates							16

AAS (Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies)

	Year 1	Year 2	Year 3	Year 4	Year 5	JTCC Program Five-Year Average	SCHEV Ratio Standards
FTES							18
Graduates							12

AAS (Engineering, Mechanical, and Industrial Technologies)

	Year 1	Year 2	Year 3	Year 4	Year 5	JTCC Program Five-Year Average	SCHEV Ratio Standards
FTES							13
Graduates							9

AAS (Health Technologies)

	Year 1	Year 2	Year 3	Year 4	Year 5	JTCC Program Five-Year Average	SCHEV Ratio Standards
FTES							10
Graduates							7

26. This program meets the SCHEV/VCCS/JTCC degree/certificate/career studies certificate production (graduation) requirement:

YES _____ NO _____

This program meets the SCHEV/VCCS/JTCC FTES production requirement:

YES _____ NO _____

27. If neither the degree production nor FTES requirement is met but the program is recommended for continuance, explain why the program should be continued.

--

Part 6—Specializations/Tracks for Associate Degree Programs (If applicable)

Repeat for this section for each individual specialization or track.

In this section for each specialization, please address the need for this specialization or track, address enrollments and graduation data, any assessment of student learning, and implications for the future of this specialization or track.

28. Name of Specialization

29. Justification for offering this specialization

30. What differentiates this from the overall degree?

31. List the student learning outcomes and discuss assessment findings for the specialization or track.

32. What changes are suggested to improve this specialization/track in the future?

33. What are the implications for this specialization/track in the next five years?

Part 7—Priorities for the Future: Next Five Years

34. What are the program/unit's strengths and opportunities for enhancing the program?

35. What are the weaknesses or challenges the program faces in the next five years?

Part 8—Recommendations

36. In order of priority, what recommendations do you have for the improvement of this program over the next five years?

Appendix B
Template for Certificate
Five-Year Program Review

Cover Page for Certificate Programs

Five-Year Program Review Report

Name of Academic

Program: _____

Submitted by: _____ Date: _____

(Program Chair or Department Chair)

Reviewed by Dean _____ Date: _____

Reviewed by C&I Committee

Date: _____

Reviewed by Administrative Council

Date: _____

C&I Committee Recommended Action:

- Approved—program is effective, no follow-up report required
- Approved with questions—program is making satisfactory progress, but a follow-up report is due in one year
- Tentative approval—program needs significant improvements and a follow-up report is required
- Program to be discontinued

Vice President of Academic Affairs _____ Date: _____

Executive Summary

The executive summary provides an overview of the entire report and allows readers from a variety of audiences to focus immediately on the most important finding of the review. Executive summaries are usually 1-3 pages in length (though that varies depending on the length of the body of the report). Please include the following:

- a. Overview of the entire report (key points resented in identical order as they appear in the report)
- b. At least one to three notable findings
- c. The most important next steps for the program

Part 1—Overview of Program

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1. Purpose or Mission Statement for the Program

2. Describe how the program helps the College fulfill its mission and goals.

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5. **FOR CTE PROGRAMS:** Summary of Advisory Committee Activity during the past five years.
(*Include minutes*)

6. **FOR CTE PROGRAMS:** Describe the community need for program, for example identify labor/market trends that may impact current and future graduates of this program, input from your advisory committee, meetings with recent graduates, and/or national and regional data. One possible source is: <https://www.vawc.virginia.gov/analyzer/default.asp>

Part 2—Faculty and Staff

7. List all personnel (FT and PT) for your program and describe their credentials. In addition, add significant professional development and how those activities influenced their teaching or support of program.. Please complete for both full-time and permanent (excluding adjunct faculty) part-time faculty/staff. [You may use the faculty roster which is available through Human Resources.]

Faculty/Administration	Title/Position	Full-Time (FT) or Part-Time (PT)	Credentials	Professional development /Teaching innovations Teaching/Support of department

Classified Staff	Full-Time (FT) or Part-Time (PT)	Job Position	Professional development/ Support of department

8. Explain how the above innovations, professional development, and support contribute to the overall effectiveness of the program.

9. Do personnel possess all specialized skills or credentials required to support the program area?
 Yes No If “No”, explain what other skills or credentials or training would be helpful.

10. Are there unmet needs for professional development among personnel in this instructional program? Yes No If “Yes”, please explain below.

11. Is the number of personnel adequate to support your program area? Yes No If “No”, please explain below.

12. List how program personnel are involved in college/instructional/community outreach activities. (i.e., club sponsorships, committees, boards, organizations, etc.)

Faculty/staff	Name of Committee, Organization, Club, Activity	Role/Position/Service in Committee, Organization, Club, etc.

Part 3—Facilities, Equipment, and Budget

13. Are the following facilities occupied by your program adequate for supporting the program?

Choose “Yes”, “No”, “To Some Degree”, or “N/A” for each of the selections related to program facilities.

	Yes	To Some Degree	No	N/A
A. Classroom space				
B. Office space				
C. Labs				
D. Arrangement/layout of classrooms				
E. Arrangement/layout of labs				
F. Services (electrical, plumbing, etc.)				
G. Maintenance services				
H. Safety				
I. Security				
J. Heating and ventilation				
K. Lighting				
L. Accommodations for students with disabilities				
M. Storage				
O. Other:				

14. Are additional facilities needed to support the program? Yes No
If yes, please list and explain.

--

15. What, if any, additional financial support does the program require in order to meet its needs?

--

16. **List additional equipment and technology requested.** Please be as specific and as brief as possible.

Place items on list in order (rank) or importance.	Cost per Item	Number Requested	Sub-Total of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. Other: <u>Reason:</u>			
Total Cost of Request:			

Part 4—Assessment and Improvement

17. Briefly summarize the program-level student learning outcome findings for the past five years.

18. What actions based on your assessment results have been taken to improve the program?

19. Provide, if applicable, an overview of significant results, honors, awards, and/or milestones achieved, as well as enhancements made to this program over the past five years.

20. Discuss any new strategies implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with other program areas, curriculum revision, etc.

Part 5—Data

OIE will provide enrollment profiles for programs and disaggregated data. Please analyze, summarize, and submit your program’s data after review.

21. Populate the demographic, program, and success measures for your program (as in tables found in Program Review Manual APPENDIX D) and add as an appendix to your document.

22. Summarize what the program learned from the demographic, program, and success measures data. How will these results be used for improvement(s) and planning?

--

23. Provide any additional information/data that you consider pertinent in assessing this program.

--

24. **External Data** (if applicable):

Provide any external data pertinent to the program and its students. These include, but are not limited to national exam results, reviews of artistic productions, alumni data, and reports from employers or internship supervisors.

--

25. **Program Production** (Number of graduates and FTES (Full-Time Equivalent Students) per year for the last five years)

The academic dean along with the program head/department chair will determine whether or not a degree program meets the productivity guidelines established by SCHEV.

Please use the appropriate chart to document both FTES and graduation data in your program.

Certificates (C)

	Year 1	Year 2	Year 3	Year 4	Year 5	JTCC Program Five-Year Average	SCHEV Ratio Standards
FTES							10
Graduates							7

26. This program meets the SCHEV/VCCS/JTCC degree/certificate/career studies certificate production (graduation) requirement:

YES _____ NO _____

This program meets the SCHEV/VCCS/JTCC FTES production requirement:

YES _____ NO _____

27. If neither the degree production nor FTES requirement is met but the program is recommended for continuance, explain why the program should be continued.

--

Part 6—Priorities for the Future: Next Five Years

28. What are the program/unit's strengths and opportunities for enhancing the program?

29. What are the weaknesses or challenges the program faces in the next five years?

Part 7—Recommendations

30. In order of priority, what recommendations do you have for the improvement of this program over the next five years?

Appendix C
Template for Career Studies Certificate (C.S.C.)
Five-Year Program Review

Cover Page for Career Studies Certificate (C.S.C.) Programs

Five-Year Program Review Report

Name of Academic

Program: _____

Submitted by: _____ Date: _____

(Program Chair or Department Chair)

Reviewed by Dean _____ Date: _____

Reviewed by C&I Committee

Date: _____

Reviewed by Administrative Council

Date: _____

C&I Committee Recommended Action:

- Approved—program is effective, no follow-up report required
- Approved with questions—program is making satisfactory progress, but a follow-up report is due in one year
- Tentative approval—program needs significant improvements and a follow-up report is required
- Program to be discontinued

Vice President of Academic Affairs _____ Date: _____

Executive Summary

The executive summary provides an overview of the entire report and allows readers from a variety of audiences to focus immediately on the most important finding of the review. Executive summaries are usually 1-3 pages in length (though that varies depending on the length of the body of the report). Please include the following:

- a. Overview of the entire report (key points resented in identical order as they appear in the report)
- b. At least one to three notable findings
- c. The most important next steps for the program

Part 1—Overview of Program

This section is to be completed by all programs. Please respond to the questions in the box following each question. If additional documents or responses are included as an attachment, label as an attachment and indicate its location in the applicable box.

1. Purpose or Mission Statement for the Program

2. Describe how the program helps the College fulfill its mission and goals.

3. List the Student Learning Outcomes for the Program

4. Summary of curriculum changes during the past five years.

5. **FOR CTE PROGRAMS:** Describe the community need for the program, for example identify labor/market trends that may impact current and future graduates of this program, input from your advisory committee, meetings with recent graduates, and/or national and regional data. One possible source is: <https://www.vawc.virginia.gov/analyzer/default.asp>

Part 2—Faculty and Staff

6. List all personnel (FT and PT) for your program and describe their credentials. In addition, add significant professional development and how those activities influenced their teaching or support of program.. Please complete for both full-time and permanent (excluding adjunct faculty) part-time faculty/staff. [You may use the faculty roster which is available through Human Resources.]

Faculty/Administration	Title/Position	Full-Time (FT) or Part-Time (PT)	Credentials	Professional development /Teaching innovations Teaching/Support of department

Classified Staff	Full-Time (FT) or Part-Time (PT)	Job Position	Professional development/ Support of department

7. Explain how the above innovations, professional development, and support contribute to the overall effectiveness of the program.

8. Do personnel possess all specialized skills or credentials required to support the program area?
 Yes No If “No”, explain what other skills or credentials or training would be helpful.

9. Are there unmet needs for professional development among personnel in this instructional program? Yes No If “Yes”, please explain below.

10. Is the number of personnel adequate to support your program area? Yes No If “No”, please explain below.

11. List how program personnel are involved in college/instructional/community outreach activities. (i.e., club sponsorships, committees, boards, organizations, etc.)

Faculty/staff	Name of Committee, Organization, Club, Activity	Role/Position/Service in Committee, Organization, Club, etc.

Part 3—Facilities, Equipment, and Budget

12. Are the following facilities occupied by your program adequate for supporting the program?

Choose “Yes”, “No”, “To Some Degree”, or “N/A” for each of the selections related to program facilities.

	Yes	To Some Degree	No	N/A
A. Classroom space				
B. Office space				
C. Labs				
D. Arrangement/layout of classrooms				
E. Arrangement/layout of labs				
F. Services (electrical, plumbing, etc.)				
G. Maintenance services				
H. Safety				
I. Security				
J. Heating and ventilation				
K. Lighting				
L. Accommodations for students with disabilities				
M. Storage				
O. Other:				

13. Are additional facilities needed to support the program? Yes No
If yes, please list and explain.

--

14. What, if any, additional financial support does the program require in order to meet its needs?

--

15. **List additional equipment and technology requested.** Please be as specific and as brief as possible.

Place items on list in order (rank) or importance.	Cost per Item	Number Requested	Sub-Total of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. Other: <u>Reason:</u>			
Total Cost of Request:			

Part 4—Assessment and Improvement

16. Briefly summarize the program-level student learning outcome findings for the past five years.

17. What actions based on your assessment results have been taken to improve the program?

18. Provide, if applicable, an overview of significant results, honors, awards, and/or milestones achieved, as well as enhancements made to this program over the past five years.

19. Discuss any new strategies implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with other program areas, curriculum revision, etc.

Part 5—Data

OIE will provide enrollment profiles for programs and disaggregated data. Please analyze, summarize, and submit your program’s data after review.

20. Populate the demographic, program, and success measures for your program (as in tables found in Program Review Manual APPENDIX D) and add as an appendix to your document.

21. Summarize what the program learned from the demographic, program, and success measures data. How will these results be used for improvement(s) and planning?

22. Provide any additional information/data that you consider pertinent in assessing this program.

23. **External Data** (if applicable):

Provide any external data pertinent to the program and its students. These include, but are not limited to national exam results, reviews of artistic productions, alumni data, and reports from employers or internship supervisors.

Part 6—Program Summary

24. What are the program/unit's strengths and opportunities for enhancing the program?

25. What are the weaknesses or challenges the program faces in the next five years?

26. In order of priority, please provide any recommendations for the improvement and continued growth of this program.

Appendix D
Data Templates: Demographic, Program and Success
Measures

Demographic, Program and Success Measures

Name of Program

Table 1: Annual Program Enrollment Data

AY	Year 1		Year 2		Year 3		Year 4		Year 5		Mean
	N	%	N	%	N	%	N	%	N	%	
Total Headcount											
FTE											
Race											
White											
Black											
Other											
Gender											
Male											
Female											
Enrollment Status											
Full-time											
Part-time											

Table 2: Annual Program Graduate Data

	Year 1		Year 2		Year 3		Year 4		Year 5		Mean
	N	%	N	%	N	%	N	%	N	%	
Total Graduates											
Race											
White											
Black											
Other											
Gender											
Male											
Female											

**Table 3: Program-Placed, FTIC* Cohort Tracking Data—
Graduate and/or Transfer Within Four Years**

Fall Cohort		Graduates		Transfers		Graduate and Transfer		Graduate or Transfer	
Term	N	N	%	N	%	N	%	N	%
Fall 1									
Fall 2									
Fall 3									
Fall 4									
Fall 5									

*FTIC—First-time-in-college—new in fall, includes summer jump starts and students who may have been dual-enrolled in previous year.

Table 4: Program-Placed, FTIC Cohort Data: Fall to Spring, Fall to Fall Retention

Term	Fall Cohort	Fall to Spring		Fall to Fall	
	N	N	%	N	%
Fall 1					
Fall 2					
Fall 3					
Fall 4					
Fall 5					

Table 5: CTE Employment Data by Academic Years

Academic Years	Number of Graduates		Number Employed	Median Salary
3 years ago				
2 years ago				

Table 6: CTE: Name of Employer Data by Academic Years

	Name of Employer
3 years ago	
2 years ago	