Pikes Peak State College (PPSC) Educational Procedure

EP 200 A – Program Review Report Template

Originated:

Unknown

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References:

CCCS Policies & Procedures: BP 9-47 – Review of Existing Programs & SP 9-47 – Program Review and Evaluation.

Approved By:

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I. Purpose:

The Program Review process is a comprehensive review of the effectiveness of a college program. It is a continuous process involving faculty and college leadership which ascertains instructional goals, and the mission of the college. This process also ensures programs continue to meet certification and accreditation requirements.

Program review should provide the information needed to make informed decisions regarding program maintenance, enhancement, or restructuring, as well as the allocation of resources.

II. Scope:

This procedure applies to the state system community colleges.

III. Procedure:

HOW TO COMPLETE DEPARTMENT/PROGRAM REVIEW

The department/program review is a wonderful opportunity to analyze past/current data, processes and curriculum for your department while also strategically planning for the future as you reflect on changes made as a result of the previous 5-year review.

1. The department will receive a self-study report with most of the data tables populated by the Office of Institutional Effectiveness (IE).
2. As a department the data sets are reviewed, and question prompts are completed as a team.
3. The department will report findings, specifically a future 5-year action plan, from this program review to their Dean Team, VPIS and President. The 5-year action plan will be revisited annually to report progress.
4. The report is shared with the Program Review Team intentionally assembled to meet and discuss areas to further develop, recommendations for future resources, employment forecast, new course ideas, and to implement the future 5-year goals. This meeting is also discussion-based and facilitated by the Dean Team or a Program Review Coordinator who collates responses to share with the department.

Department [Insert here]

5-Year Comprehensive Program Review Report Template

Program Self-Study Report

Submitted by

[Insert name and title here]

Submission date

[Insert mm/dd/yyyy here]

Link to Department website

[Insert here]

Contents

Program Review Self-Study Report

Executive Summary

Please complete the following overview:

- Type of degrees offered (AAS, AGS, BAS, degree with designations), or non-degree department courses:
- Department Chair:
- Number of full-time faculty:
- Number of part-time faculty:
- Other employed program support personnel:

Section I: Department in Context of the College

Mission and goals

- State the mission and goals of the department (if applicable) and how they align with the institution:
- List the department's current 5-year Plan, including goals and outcomes, and how they align with the PPSC Strategic Plan:

Program description

- [Insert program description from the catalog]
- List what CIP codes are included in your program:
- Describe the department's recruitment methods (if applicable):

Program accreditation (if applicable)

Is the program accredited by outside agencies?

Yes ☐   No ☐   (If **yes**, complete the following):

- What is the accrediting body?
- What is the typical cycle of accreditation?
- When will the program undergo its next accreditation review?
- What programs are accredited within the department?
- Add the last accreditation report to supporting documents.

Special admission requirements, if any:

- List any admission requirements specific to the department/program:

- How well have these requirements served the goals of the department/program?
- Does the department publicly display special admission requirements or physical ability needs either in printed material or on the program's website? If so, identify where:

Section II: Department Overview

Statement of Program Learning Outcomes and linkage to courses

- List the Program Learning Outcomes (PLOs):
- Are the PLOs posted on the department's website and in the college catalog?
- Does the department/program prepare students for industry, continuing education, and/or transfer?
- Provide a narrative of program quality measures such as feedback from advisory committees, industry partners, accrediting agencies etcetera

Facilities Effectiveness

- Describe how the facilities support the educational needs of the program. Include:
  - Equipment
  - Classroom space
  - Lab space
  - Resources (including the library)
  - Other
- Describe procedures for maintenance and replacement of program equipment and resources (if applicable):

Section III: Student Learning

Support of General Education by Department/Program

- What general education courses are required for the degree(s)?

Evidence of Student Achievement

- Describe how work-based learning opportunities (such as on the job training, internships, externships, fellowships, cooperative training etc.) provide a valuable part of the curriculum:

Student Learning Outcomes

- Describe how the department's student learning outcomes prepare students for transfer or meaningful employment:

Instructional Innovations

- Discuss noteworthy innovations implemented by the department in the past 5-years to improve instruction, curriculum, student learning, and any other aspects of the department operations:
a. Describe improvements made as a result of assessment of student learning
b. Describe improvements made as a result of program review's findings from the previous review

Section IV: Program Details

Populate the following table with department courses. All data for tables is provided by the Institutional Effectiveness (IE) Office **unless otherwise specified.**

Table 1: Teaching load of Instructors vs full-time Faculty.

Item	Current AY	Year-2	Year-3	Year-4	Year-5
Number of sections taught by instructors					
Number of sections taught by faculty					
Total number of sections					

- Describe the process for Chair appointment, the amount of time the current chair has served, and the department's transition plan for future chairs:
- List all other employed program support personnel and their title. Include work studies, tutors, program-specific admins, etc.

Populate the following table with annual FTE, seat count, and headcount.

Table 2: Annual FTE, seat count, and headcount.

Item	Current AY	Year-2	Year-3	Year-4	Year-5
FTE					
Seat Count					
Head Count					

Populate the following table with annual FTE from High School students (if applicable).

Table 3: High School FTE (includes all High School students).

Item	Current AY	Year-2	Year-3	Year-4	Year-5
Total Annual High School FTE					
% of Annual FTE from HS students					

Populate the table with number of sections offered at High School campuses (if applicable).

Table 4: Number of sections offered at each High School location.

Course Name & Number	HS Location	Current AY	Year-2	Year-3	Year-4	Year-5

Populate the following table with program completion data (**last row to be completed by the department**).

Table 5: Program Completion.

Item	Current AY	Year-2	Year-3	Year-4	Year-5
Number of Bachelor Degrees Awarded					
Number of Associate Degrees Awarded					
Number of Certificates Awarded					
Number of Professional Certifications Awarded					

Course Offerings

- If the department has adjusted course offerings over the last 5 years, discuss why the changes were made, what changes were made, and what data/information was used to justify them. Did the changes achieve the desired outcome?
- Discuss all delivery formats in which students can complete the program (i.e. day only, evening only, online-only, etc.).

Populate the following table with the number of sections offered each year.

Table 6: Number of Section Offerings.

Course Number & Title	Current AY	Year-2	Year-3	Year-4	Year-5

Populate the following table with the various offerings of courses by time or modality.

Table 7: Course Offerings by Time or Format.

Course Number & Title	Day	Evening	Weekend	Online

- Discuss which degrees may be completed through each of these formats

Populate the following table with data showing the number of courses offered by campus and attendance for the past Academic Year (AY).

Table 8: Number of Course Offerings by Campus.

Course Name & Number	CC	RRC	DTC	CHES	Online	HS Locations	Other

Section V: Key Performance Indicators

Course Success Rates

Populate the following table with pass rate data.

Table 9: Pass rate by Course (A, B, C, S, P).

Course Number, Title & Modality	Current AY	Year-2	Year-3	Year-4	Year-5

- Discuss any significant trends and potential improvements:

Student Retention

Populate the following table with withdraw data.

Table 10: Withdraw Rates by Course.

Course Number & Title	Current AY	Year-2	Year-3	Year-4	Year-5

- Discuss any significant trends and potential improvements:

Transfer and Articulation Agreements

- List all institutions (secondary and higher education) with which your department holds transfer agreements.
- Indicate which institutions are the highest destination locations for your students (if no data is readily available at the program level, please contact the IE Office):

Student Demand

Populate the following table with student demand data.

Table 11: Average Class Size & Fill Rate by Program (at end of term).

Item	Current AY	Year-2	Year-3	Year-4	Year-5
Number of Sections					
Average class size					
Fill rate					

- If fill rates are low, provide an analysis as to why (e.g. identify semester and courses that may cause lower fill rates for programs, industry and/or system level changes, etc.):
- Identify courses that had to be cancelled or were in threat of being cancelled due to low fill rates. Provide an analysis as to what you perceive the cause to be (e.g. modality, campus/location offered, semester/time of day it was offered, industry and/or system level changes, etc.):
- What actions, if any, does the department plan to take based on the assessment of current/future demand:

Section VI: Partnerships

Internal Connections

- Discuss Internal Connections at Pikes Peak State College:

External Connections

- Discuss how the department is meeting the needs of the local community:
- Identify any community organizations that the department collaborate with and the nature of the collaboration:

Section VII: CTE Programs Only

Advisory Boards

Provide an advisory board narrative of the overarching recommendations, and an ACTIVE advisory board membership roster. Advisory Roles includes the following: Chair (an industry representative), Members, Administrator (typically the Dean or Chair), and a student or alum of a CTE Program.

Gainful Employment

Provide a forecast of Gainful Employment (i.e. Gateway, ONet, Lightcast, etc.):

Evidence of placement

Populate the following table with student completer data (VE 135).

Table 12: Student Completer Data.

Academic Year	Students Completed	Students Responded	% Employed (Total)	% Employed (in related field)	% Employed (in Unrelated field)	% Students Continuing Education	% *Total "Positive Placement"
Current AY							
Year 2							
Year 3							
Year 4							
Year 5							
5-Year Avg							

- Provide a narrative regarding VE 135 data:

Section VIII: Proposed Department Future Plans

After reviewing all the extensive data in this report, determine goals/actions for the next 5 years for the department/program considering strengths (what does the program do well?) and opportunities (how can the program grow/edit to meet student needs?):

Below, please outline specific action items and steps the department plans to undertake in the next 5 years. For each year, complete the following items:

- Label the academic year
    a. Declare action items or goals with specific details
    b. Indicate who will lead these action items
    c. Provide a timeline for achieving these action items
    d. Discuss resources needed to accomplish the program goals

Section IX: Division Leadership Reflection

Evidence of Cost Effectiveness of the Department/Program
- Characterize the cost-effectiveness of the program with consideration to the unique needs of the discipline or its methods of instruction:
- List any current and potential grant funding (includes Perkins):

Student Feedback
- Provide general observations on student course evaluation trends to improve instruction:
- Provide any additional comments and reflections on the state of this program:

Section X: Faculty & Instructors Information

- Provide headshots and biographical listing of full-time faculty and part-time instructors (with degrees, certificates, member activities, and accomplishments).

Section XI: Supporting Documentation

- Provide data from Graduation Survey data tables
- Finalized 5 Year Goals with signatures

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