



THREE RIVERS COLLEGE

PROGRAM REVIEW GUIDE

Section I

Program Overview

Program Title:

Academic Years Under Review:

Program Manager:

Section I - All information should be accurate and current.

No Narrative	No Evidence	I	II	III	IV
Evidence exists, but no explanation is given.	A narrative is provided, but there is no supporting data.	Lacks explanation & supporting data to address this aspect of program.	Attempts to explain aspect of program, but fails to address section with supporting data appropriately.	Explains aspect of program and provides supporting data, but needs further explanation, justification, or evidence.	Provides the full description, explanation, and evaluation of this aspect of program with supporting data.

FEEDBACK RESPONSE:

College Mission Statement:

The mission statement is provided in the report for information purposes and as a reference. Does the response adequately address the question, "how does this program support the College mission?"

Program Purpose Statement:

A program purpose statement is a declaration that summarizes the goals and intentions of the program. All AAS programs have a purpose statement. Each Program Manager should provide this statement and a narrative regarding how the program supports the College mission.

Items to look for include:

- Alignment with the College Mission
- Accuracy
- Relevancy to Curriculum
- Reflective of Goals and Intention of Program
- When was it last updated?
- How often is it reviewed?

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FEEDBACK RESPONSE:

Program Description (Catalog, website, & printed program materials):

Place an "X" in the box if the Program Purpose Statement matches the years in review.

Place an "X" in the box if the Program Outcomes match the years in review.

The current catalog is located on the college website and may be found by clicking [here](#).

The program webpage may be found by clicking [here](#).

The Program Purpose Statement may also be the description. If this is not true, then a narrative providing the program description is needed along with similar detail explanation as the purpose statement narrative is required.

Items to look for include (electronic and printed materials):

- Alignment with Program Purpose Statement (if applicable)
- Accuracy (College catalog & program webpage)
- Relevancy to Program Curriculum
- Reflective of Goals and Intention of Program
- When was it last updated?
- How often is it reviewed?

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FEEDBACK RESPONSE:

Program Cost to Student:

This section includes the actual cost of the program for a student from beginning to end with all associated tuition, fees, books, etc. Some AAS programs have specific fees and material costs associated that are associated with the program and this information should be provided in this section. After this information is provided, a narrative evaluating this cost is required.

Items to look for include:

- Are these program costs reasonable?
- Are the costs consistent with similar programs at other institutions?
- Are the costs necessary at this time?

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FEEDBACK RESPONSE:

Adequacy of Facilities, Equipment, and Technology:

This section should address the state of facilities and equipment used by the program. It is possible that some programs do not have a regulatory agency for their equipment, facility, etc., but if this is the case, the program manager should state this in their narrative. It should be very clear to you as the reader whether the Facilities, Equipment, and Technology are adequate for everyone involved in this program. Students in other locations, modalities, etc. should also be considered.

Items to look for include:

- Are Facilities, Equipment, and Technology
 - Adequate?
 - Modernized?
 - Conducive to Learning?
- Any recommended improvements?
- If applicable, are all standards met for regulating agency?

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FEEDBACK RESPONSE:

Impact of Resources to Support Teaching and Learning:

Program Managers should provide data regarding the faculty: student ratio, number of FT faculty vs. PT faculty, and some data regarding revenue vs. expenditures in this section. After, there should be some kind of narrative analyzing this information and describing its impact on the program itself.

Items to look for include:

- Faculty to student ratio data
 - Explanation, Citation, Analysis of Data
- FT Faculty to PT faculty ratio data
 - Explanation, Citation, Analysis of Data
- Can any expenses be reduced at this time?
- Is the cost of the program for students proportionate to the eventual prevailing wage?
- If applicable, does the program have an obsolescence plan for large equipment purchases?

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FEEDBACK RESPONSE:

Evaluation of Resources to Support Teaching and Learning:

Program managers may have suggestion or basis of recommendations that could be put forth to improve these aspects of the program moving forward. This narrative should include those plans of action and be found within the Continuous improvement planning section as well.

Items to look for include:

- Objective or goal
- Rationale or justification
- Explanation for impact on program

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FEEDBACK RESPONSE:

Section II

Current State of the Program

Pre-requisites:

Programs may require certain courses or conditions to be met prior to entry. If this is true, an explanation of those requirements is needed in this section. Program Managers not only need to provide what those prerequisites are, but an evaluation of the requirements and their effectiveness and impact on the program.

Items to look for include:

- What are the pre-requisites?
- Are there course sequencing requirements?
- What is the rationale for the pre-requisites?
- Do the prerequisites continue to be needed?
- Do they need to be changed? Have changes occurred?
- Are they imposed by an external agency of some kind, or are they self-imposed?

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FEEDBACK RESPONSE:

Enrollment Trends:

In addition to providing the data, an explanation of the data is also needed. For example, a chart with numbers is great, but a narrative about the data is also necessary. This information should be cited and come from sources such as Factbook, Career Program course enrollment data, etc.

Items to look for include:

- Program Enrollment Data for all years of Review
 - Factbook Data
 - Career Program Course Enrollment
 - Applicants to Program vs. Admitted into Program Data
 - Impact of modality and scheduling
- Citations for all Data
- Explanation of Data

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FEEDBACK RESPONSE:

Enrollment Evaluation:

This section is tied closely with the one above. Now that the above section has provided data and a description of it, this section should really evaluate that information.

Items to look for include:

- Is enrollment for the program appropriate?
- Any rationale for changes in enrollment?
- What’s the plan of action based on this information?

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FEEDBACK RESPONSE:

Progress & Completion:

This section should be fairly robust as it contains both Progress (Retention and Persistence) and Completion (Graduates). This section should have data which is cited, described, and evaluated. All questions provided should be answered when appropriate. It is possible for program managers not to have access to information regarding the breakdown of these trends. However, an evaluation of retention and completion trends is a required narrative.

Items to look for include:

- Completion Data (Course C+ and Graduation)
 - Description of data
 - Citation for data
 - Evaluation of data
- Explanation of barriers or significant factors influencing student success in the program
- Plan of action for improvement for Course Completion and Graduation

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FEEDBACK RESPONSE:

Student Learning Outcomes Assessment (Methodology & Design):

This section should be an overview of the Program Assessment Methodology and Design. All programs participate in programmatic assessment. This section narrative should describe their assessment plan and how they approach evaluating student learning. This section could also include specific points where program faculty have chosen to assess an outcome and the rationale. This should all be in narrative form and NO DATA should be provided in this section.

Items to look for include:

- Program Outcomes
- Curriculum Mapping
- Description of Assessment Plan & Rubrics
- Are all courses sequenced appropriately?
- Have any changes to the Program Outcomes, Curriculum Mapping, or Assessment Plan occurred during the period of this review?
- If any changes are needed, what is the plan of action for improvement?

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FEEDBACK RESPONSE:

Program Learning Outcome Assessment (Analysis of Results & Use of Results):

This is where Program Managers should discuss their Annual SLO Report RESULTS. Data can be used in this section and should be used to support their narrative. Programs are assessed at the programmatic level so the data discussion should be at the outcome level. Once the assessment is described, an evaluation of the last three years of data should be provided along with responses to the questions listed.

Items to look for include:

- Synopsis of student learning outcomes assessment data for years of review.
- Improvements to student learning implemented as a result of assessment
- Any notable changes in data when looking at it by modality, location, or setting?
- What specific need does the program fill at the College not filled by another program?

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FEEDBACK RESPONSE:

Job Placement:

This narrative should include data regarding any graduate job placement. Program faculty routinely stay in touch with their graduates so this may be anecdotal as well. In addition to reporting the data, a review of future outlook, feedback from their Advisory Board, and local economic impact are all appropriate evaluations in this section.

Items to look for include:

- Job Placement Data
 - Citations of Data
 - Description of Data
 - Evaluation of Data
- Is there a need for this program in the labor market?
- What does the future need of this program look like in our service area?
- Are our graduates getting jobs?
- Are our graduates prepared when they enter the workforce?
 - How do we know?
- Does the program help graduates with Job Placement?
 - How?

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FEEDBACK RESPONSE:

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required

This section should include any current planning taking place in the program and anticipated future planning necessary for the program to thrive in the next two years before the next program review. Any noted plans of action found in other section narratives should also be found here and coincide with their planning in Strategic Planning Online (SPOL). Planning for improvements should be data-informed.

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FEEDBACK RESPONSE:

Section III

Analysis of the Program

Articulation (If applicable):

Some programs have articulation agreements with other institutions allowing for the seamless transfer of our AAS degrees into four-year programs. These agreements should be explained in this section. Also, this section should include an evaluation of these agreements and their impact on the Three Rivers College program.

Items to look for include:

- Description of any articulation agreements
- Explanation of last update, review timeline
- Any changes to articulation agreements during the years of review?
- Any need changes in the future?
- Any opportunities for new or additional agreements?

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FEEDBACK RESPONSE:

Transfer Rates (If applicable):

Transfer data are sometimes more difficult for Program Managers to obtain so data may not be as objective, but anecdotal in this section. Some programs have very small enrollment and even smaller graduation numbers making the relationship between faculty and student one that allows for individual attention. Faculty can sometimes provide very specific information about students who transfer in this section. However, if data are provided, proper citation and sourcing should be included.

It is also possible to have “N/A” as a response in this section. Our AAS program are not intended to transfer, but are designed for students to enter directly into the workforce. Thus, this may not be applicable.

Items to look for include:

- Transfer Data
- Description of Transfer Data
- Citation of Transfer Data
- Evaluation of Transfer Data
- Where do students transfer?
- Are there barriers to transfer at this time?

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FEEDBACK RESPONSE:

Changes in Curriculum:

This section may look a bit different than other sections found within this report. All curriculum changes should be noted in a program's planning unit in SPOL. Program Managers should include all changes for the years being collected along with the justifications and rationale for the changes. It is possible for multiple changes to be based on the same data or justification.

This information is often presented in different formats from bulleted lists to paragraph explanations. The goal is to have clear understanding of the changes made and the rationale as to the purpose of the changes. It would also be appropriate to have the EVALUATION of the changes made as well. *(For example, Program A changed a textbook in year 1 due to a change in content and three years later the textbook has improved student understanding of a specific content area.)*

Items to look for include:

- Changes by year
- Rationale or justification for the changes

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FEEDBACK RESPONSE:

Section IV

External Assessment

External Needs Assessment:

This section should address each area and its affect within the program:

- Community/Workforce Need
- Technology
- Licensing
- Accreditation
- Any additional external factors

In addition to providing the information, an evaluation of the last two years should also be given. It is appropriate for Program Managers to discuss their Advisory Board, their past meetings, discussions, etc. and provide Advisory Board meeting minutes.

Items to look for include:

- How do external factors impact the program?
- How do program managers keep up with community and workforce needs?
- Does the Advisory Board adequately represent the community and workforce needs?

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FEEDBACK RESPONSE:

External Accreditation & Documentation (If Applicable):

Some programs have state mandates and external accrediting organizations. Any additional documentation found significant could be used as further support for this section, but a clear synopsis narrative is needed.

Items to look for include:

- Name of accrediting organization
- Date of last visit
- Date of next upcoming visit
- Are any reports, recommendations, etc. required for the program at this time?
- Any supporting documentation from accrediting organization

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FEEDBACK RESPONSE:

Progress Report (If Applicable):

There should be a narrative explaining current standing, any reports, or recommendations, and plans of action required by the program and institution. This could include previous program review or accreditation report feedback.

Items to look for include:

- Current standing of Program
- Reports
- Recommendations (from previous SLIC review or Accreditation Compliance review)
- Plans to address any necessary actions by the program for the purpose of good standing.

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FEEDBACK RESPONSE:

Section IV

Executive Summary

Future Improvement Planning & Program Reflection:

This should read as a continuous improvement plan based on data such as SLO and program outputs (enrollment, graduation, job placement, etc.). Additionally, this section should include an overall summary of what is in the report along with broad findings.

Items to look for include:

- Introductory Summary of Report
- Strengths
- Challenges
- Opportunities
- Continuous Improvement Plan

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FEEDBACK RESPONSE:

Advisory Board Feedback:

Some programs have presented their program reviews to their Advisory Boards and gained their feedback at this time. This section should provide a narrative of the feedback received along with any pertinent meeting minutes, survey data, plan of action, or recommendations made from this body.

Items to look for include:

- Advisory Board Feedback
- Supporting Documentation

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