ACADEMIC PROGRAM REVIEW TEMPLATE

Program reviews are conducted once every five years, providing academic departments within Arizona Western College the opportunity to critically examine how well they are meeting their objectives. The review process requires departments to document what is being done well, to identify areas where things need improvement, and to plan for the future. Program reviews are the foundation upon which all departments assess, maintain, and enhance program quality and vitality.

A program review addresses:
- What a program/department is doing, why, how, and how well.
- The quality of the program(s).
- Evidence of program outcomes.
- How the program be improved and how the improvement can be sustained.

A program can be defined as:
- A sequence of prescribed courses, which may or may not include general education courses and/or electives, that leads to an officially recognized associate degree or certificate
- The general education component of an associate degree
- Courses in a specific discipline, such as a pathway toward a university program
- Pre-collegiate or developmental courses, such as English or Mathematics
- Special programs for selected students, such as Honors

The following report framework is required to ensure departments conduct an analysis of what it is aiming to accomplish and how successful it is in doing so. The framework breaks down the program review in five sections. All IR data required in the program review will be provided in August of the academic year the program review is due to be completed.

In this first section, please provide a brief description of the program to an audience who may be unfamiliar with the program. You will have the opportunity to provide greater detail throughout the document.

Overview
a. **Narrative**
- State the purpose of the program and its contributions to the community.

- Define what sets this program apart from other programs in the College.

- How does the program gather input and/or respond to community needs?

- How long has the program existed?

- When was the last program review?

b. **Program Goals**
- Define the program goals.

- Describe how the program goals are tied to the institutional mission statement.

c. **Decision Making**
   - Describe how decisions are made within the program.

   - Describe the communication process within the program.

   - Define any outside agencies that inform decision making and their scope.

d. **Strategic Planning**
   - Provide a list of the strategic planning goals the program contributes to.

   - Provide evidence of how the program has contributed to the strategic plan.

Supervisor Feedback

Assessment Office Feedback

In the following sections, provide detailed descriptions with evidence to support the claims.

Curriculum and Articulation
    a. **Licensure/certifications of students** (if applicable)
- Discuss what licensures/certifications students may be able to obtain upon completion of the program.

- Outline the requirements for each licensure/certification.

- Describe how the program contributes to the student's ability to achieve the current licensures/certifications.

- Discuss any impediments to the student obtaining the licensures/certifications.

    b. **Program requirements and course offerings**
      i. **Degrees, Certificates, Pathways**
- List the degrees, pathways, and or certificates offered

- Discuss any changes to the program outcomes in the past 5 years and why changes were made.

- Discuss any opportunities and or impacts to the program from changes at the College.

      ii. **Course Offerings**
- Discuss course offerings, types of courses, modalities, scheduling of courses and frequency of offerings.

    c. **Curriculum**
      i. **Course syllabus reviews and updates**
- Define how often course syllabi are reviewed and updated as well as the process of faculty involvement.

- Discuss changes made to the course outcomes since the last program review.

- Discuss the effects these changes have had on the program.

      ii. **Other curriculum changes**
- Describe any other curricular changes since the last program review such as program outcome changes, pedagogy, software updates, different delivery methods, or different time offerings.

- Note any impending course changes.

- Discuss the effects these changes have had on the program.

d. Articulation
- Describe the program's participation in Articulation Tasks Forces.

- Discuss changes in transferable courses.

- Provide elaboration on any courses that are only transferable as electives or non-transferable.

- Discuss at what level of transfer or workforce the curriculum prepares students for.

e. Is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of the most recent accreditation.

Supervisor Feedback

Assessment Office Feedback

Facilities and Resources

    a. Specify any designated spaces that are primarily for the program's use and describe how the designated facilities contribute to the program's overall student success.

    b. Specify and describe any resources that are lacking and how the lack of resources negatively impact student success.

    c. Specify any designated budget and/or tuition that is primarily for the program's use.

Program Viability

- Provide a detailed description of the program cost.

- How do the program costs compare to national benchmarks?

- Is the program more or less cost efficient?

      i. What are the labor costs for full-time faculty?

      ii. What are the labor costs for part-time faculty?

      iii. How many student credit hours per faculty?

      iv. What is the average class size?

- What is the market demand for this program?

- What are the retention and graduation rates?

- How does this program relate to the mission of the College?

- What competition does this program face in the market?

    o What is the cost of a similar program at other institutions?

- What is the length of time to complete the program at AWC and at other institutions?

Supervisor Feedback

Assessment Office Feedback

In the following sections, provide detailed descriptions with evidence to support the claims.

Teaching and Learning

a. **Teaching loads**
- Provide a description of the responsibilities and loads of the full-time faculty.

- Provide a description of the responsibilities and loads of the part-time faculty.

- Discuss the delivery methods of the courses.

- Discuss any release time of the full-time faculty.

b. **Faculty credentials**
- Describe minimum credentials needed to teach in the program.

- Discuss any specializations or achievements of the current faculty.

c. **Enrollment and student success information for the past five years**
- Elaborate on any patterns or outlying data contained within provided tables.

- Discuss other data collected by the program if desired.

c. **Student Learning Assessment**
- Provide detailed descriptions on types of assessment used to measure student learning.

- Describe any course level assessments that were conducted and the results since the last program review.

- Report any shared assessments within the program and data gathered from those assessments.

- Record any observations or trends found within the student learning assessment data.

- What are the program learning outcome benchmarks?

- How has the program improved its quality over time and what evidence supports the improvement?

- How do faculty assure themselves and others that teaching, learning, and assessment is being implemented and conducted as intended?

- Provide examples of how assessment plan results have driven changes for improvements in teaching and learning.

d. **Student Feedback**
- Provide examples of how course evaluations, surveys, and other forms of student feedback are used to inform changes in teaching and learning.

Supervisor Feedback

Assessment Office Feedback

Analysis and Reflection
   a. **Strengths, Weakness, and Challenges Analysis**
   This section should include related industry trends/academic program educational trends that
      support the program and its decisions in relation to the preparation of the students.
   - What do you see as internal strengths of the program? Provide evidence and data
     to support answers.

   - What do you see as internal weaknesses of the program? Provide evidence and
     data to support answers.

   - What do you see as opportunities for the program?

   - What do you see as challenges of the program? Provide any challenges that the
     program has faced since the last program review and the results; provide any
     challenges the program is facing now internally and externally.

   - Discuss any challenges for the students completing a certificate or degree.

   b. **Developments of Recommendations and Results from Previous Program Review**
      i.   List recommendations that were received at the last program review. Elaborate on
           actions taken on recommendations and effects on the programs.

      ii. List any recommendations from Program Advisory Committees/Councils (if applicable)
           Elaborate on any actions take on recommendations and effect on the program.

Recommendations and Action Plan
Provide recommendations for specific actions for continuous improvement of the program.
   b. **Five Year Plan**
   - What recommendations can be made for needed interventions and
     developments?

   - Where will this program be in five years?

      1. How and where can the quality of the program be improved?

      2. Who will work on improving the quality of the program?

3. What is the time frame for each recommendation for improvement?

b. **Action Plan/Recommendations** (To be completed in the next five years). List action items in order of priority of completion.
   i. Action Item #
   ii. Anticipated date for completion
   iii. List the potential benefits to student success
   iv. Status update
   v. Last reviewed date

Supervisor Feedback

Assessment Office Feedback

Appendix

- Documents mentioned throughout program review above
- Other documents as needed to support program review