Comprehensive Academic Program Review

Step-by-step instructions for completing your Comprehensive Academic Program Review

Component I: Program ID and Signatures

Program Name: Some programs are combined into one Academic Program Review (APR) under one program heading. Identify the program heading here.

Program Designator: The program designator facilitates record keeping. To find your designator, see the APR Cycle list on the APR web page.

Name and Signature of Program Review Lead: Your signature indicates your approval of the review.

Email Address of Program Review Lead: The lead will be the primary contact for questions about any part of your review.

Names and Signatures of Program Review Contributors: Your signature indicates your approval of the review.

School: Type your school's name here.

Name and Signature of School Dean: The dean's signature indicates that s/he has met with program faculty to discuss their goals in relation to the dean's school priorities.

Date of School Program Review Meeting: Deans and APR leads determine the date of the meeting, keeping in mind that it must occur in time for program faculty to use the results of the meeting to inform their APRs.

Division: All APRs are under the Vice President for Academic Affairs (VPAA).

Year of Last Comprehensive Review: APRs are archived in SharePoint. To find yours there, click on Committees and then Institutional Program Review Committee (IPRC). Once on the IPRC page, enter your program name in the search box, and your last comprehensive should appear in the results. If not, please contact the APRC chair.

Component II: List of Degrees and Certificates

List every AA, AS, and ADT degree, every Certificate of Achievement, and every Certificate of Proficiency. For the purposes of program review, the term "program" refers set of courses that may or may not award degrees and certificates. If yours is one of these programs, check the box below the table.

Component III: Course Review

The date of last approval for activation, modification, or inactivation of Course Outline can be found in CurricUnet. To align with articulation requirements, the date for next review, modification, or inactivation should be no later than five years from the last approval date.

Component IV: Response to Previous Comprehensive Review

This section is similar to the annual update in that it asks you to write a narrative update on your goals. The intent here is to take a broader view of the past three years by synthesizing your progress since your last comprehensive. Tell your program's story. There is no minimum or maximum word requirement. Be as concise as possible while touching on each goal your program set over the past three years.

Component V: Program Evaluation Criteria

Criterion 1: Student Learning Outcomes are identified and regularly assessed (Standard II A3).
This criterion is for reviewing how your program engages in the **process** of assessing, reviewing, and revising course and program Student Learning Outcomes. Include examples from the past three years to illustrate how engaging in the SLO process has led to program improvement.

Criterion 2: Program is responsive to changing conditions in the field.
Explain any "no" or "in progress" answers clearly and concisely.

Criterion 3: Enrollment planning leads to student success.
Explain any 1 or 2 scores clearly and concisely.

Criterion 4 (Optional): Faculty members are engaged in continuing professional development.
Include any activities and awards you wish to highlight.

Criterion 5: External support is in place for career and technical programs.
Explain any 1 or 2 scores clearly and concisely. If your program does not include CE curriculum, you will not complete this section.

Component VI: Review of Evidence and Outcomes

VI.1: Full-Time Equivalency Faculty

1. This item requires explanation because what constitutes sufficient will vary by program.

2. You can find this information on the FHP data sheet sent to department chairs.

3. Calculate this percentage using the FHP data sheet.

4. A brief answer is acceptable here.

VI.2 Student Enrollment, Completion, and Success; Outcomes Assessment

The demographic data housed in Business Objects and your program's SLO assessments are the foundation on which your goals will be set. Analysis of these data sources is required.

You may also include data from additional sources, including the sources linked to on the APR form and data your program has collected independently.

To focus your data analysis, answer each of the five questions in this component.

VI.3: Budget Development

In this section, evaluate how well budget development has been supporting your program, keeping in mind that planning should drive budget decisions.

Component VII: Program Goals

The Comprehensive APR is a three-year plan, so you will set new goals and request any associated resources. If you wish to continue an existing goal, review its description and revise as needed. Consider this your year to refresh and renew.

Your goals and resource requests will be sent forward for ranking by your dean in your dean's Level 2 Program Review. This Level 2 review will be sent forward to the Vice President of Academic Affairs, who will rank the items to be sent forward for prioritization.

VII.1

1. ***PG Priority:*** Consider how many program goals are reasonable to undertake in a three-year time frame; then rank your goals in order of importance.

2. ***PG Description:*** Briefly describe a major aspiration your program hopes to achieve over the next three years. (100-character maximum) For example:

    • Improve student completion of program certificates by five percent.
    • Provide learning support for students enrolled in accelerated course sequence.

3. ***Tasks and Timeline:*** Aim for a description that is both concise and complete; give your program specific benchmarks to help you assess your progress for each annual update.

4. ***Assessment:*** To draw clear connections between program review and goal assessment, base your assessment plans on your data analysis in Component VI.2.

5. ***Connection to Strategic Plan and Division Plan:*** Choose one priority based on its goal description, and then choose one objective listed under that priority.

6. ***Connection to Data Analysis:*** Briefly summarize the relevant analysis here and explain how your goal will address your findings. This field will be sent forward to the committees who prioritize resource requests for funding.

VII.2 Resource Requests

Each item in this component will be sent forward to the standing committees who prioritize resource requests for funding.

Priority Number and Name: Number your request according to its importance to its associated goal, and give it name that readers outside your discipline will understand.

Category: The category you assign to your request will determine which standing committee it goes to for prioritization. Use the definitions following the resource request table on the Comprehensive form.

Contact: Choose the person who can provide the most information about your request. This can be the program review lead, an IT technician who supports your program, your school dean, etc.

Rationale: The rationale will help committee members prioritize requests, so your rationale should be as concise yet complete as possible.

Instructional or Non-Instructional: This distinction helps determine which funding sources are available for your request.

Ongoing or One-Time: This distinction is necessary for budget planning.

Cost (optional): A cost estimate may be useful for budget managers. However, program planning drives budget decisions, so this estimate is optional.

Funding Source (optional): In some cases, program members may be aware of a potential funding source for a request. Identifying a potential funding source in this field will not impact prioritization decisions, but it can help budget managers in the budget planning process.

Unfilled or New: If you requested the resource in a previous APR but did not receive it, type "unfilled." If you have never requested it **through APR** before, type new.