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| **General Guidelines** |
| **Time****Frames** | 1. Scope:
* The time frame of program review is 5 years, including the year of the review.
* Data being reviewed for any item should go back the previous 4 years unless the program review template states otherwise or the data are not available.

 1. Deadline Dates:
* Second week of January – Program Review Document is due to Department Dean for review. (Deans may require submissions by their own, earlier due date.)
* First week of February – Program Review Document is due to Program Review Steering Committee.
1. Years:
* Years 1 & 3 – Implement Action Plan of Continuous Improvement Plan (CIP) and collect data.
* Years 2 & 4 – Analyze data and findings, update Action Plan.
* Year 5 – Write Program Review of past 5 years, write Continuous Improvement Plan (CIP), and create new Action Plan.
 |
| **LENGTH** **OF RESPONSES** | Information provided in each section may vary but should be generally limited to the range of 1–2 pages or 500–1,000 words. An example of a response of appropriate length is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| **INAPPLICABLE****QUESTIONS** | If any question on this template is inapplicable to the program, the author must so indicate in response to the question. |
| **EVIDENCE** | The Program Review sections require you to provide evidence for assertions made. 1. **Sources:**

This evidence may come from various sources, including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, and EMSI Career Coach and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.1. **Examples of Evidence Statements:**
* Poor example: “Core values are integrated into coursework.” (Not verifiable)
* Good example: “Core values are integrated into coursework through written reflections.” (Verifiable, but general)
* Better example: “Core values are integrated into coursework through written reflections asking the students to describe how they will demonstrate each of the core values in their professional lives and demonstrated through service learning opportunities.” (Replicable, verifiable)

Examples of evidence statements are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| **APPENDIX****DOCUMENTS** | The author must attach all tables and other documentation requested in the Program Review template to the separate Appendix document in portable document format (PDF). The Appendix document consists of divider pages labeled to correlate with the Program Review sections and subsections that require uploading documents. The author must first convert each responsive document to PDF and then insert it in the Appendix immediately after the applicable divider. When completed, the Appendix will be a single PDF document. If the author elects to submit documentation in addition to that specified in the Program Review template, the author should attach the additional documentation to the Appendix immediately after the relevant “Optional” divider page. The author should also identify the optional documentation in a relevant text field on the Program Review template itself.Instructions for adding documents to an existing PDF document through Adobe are available on Adobe’s website at <https://helpx.adobe.com/acrobat/using/merging-files-single-pdf.html#:~:text=Alternatively%2C%20you%20can%20right%2Dclick,menu%2C%20and%20then%20select%20OK>. Scroll down to the heading “Insert one PDF into another.”Instructions for adding documents to an existing PDF document through Nitro are available on Nitro’s website at <http://nitropdf.helpmax.net/en/tasks-and-tools/combine-files-and-assemble-pages/insert-pages/>. |
| **HELP****RESOURCES** | * Program Review Information, forms, and training resources are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)
* Any further questions regarding Program Review should be addressed to the Institutional Research Office (IRO) at effectiveness@collin.edu, 972.599.3102.
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| **Executive Summary (complete this section last)** |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **Briefly summarize the topics that are addressed in this program review, including areas of strengths and areas of concern.** | Information to be provided in the Executive Summary will come from later sections of this document; therefore, complete the Executive Summary after you have completed those other sections.Do not include information in the Executive Summary that is not already provided elsewhere in this submission.Though not required, using the topics in the template as headings in the Executive Summary can provide structure to the response—for example:1. Program and Its Context
2. Program Relationship to College Mission and Strategic Plan
3. Program Relationship to Student Demand
4. Marketable Skills
5. Effectiveness of Curriculum
6. Effectiveness of Program Communications
7. Effectiveness of Program Stakeholder Resources and Partnerships
8. Professional Development
9. Facilities, Equipment, and Funding (Optional)
10. Continuous Improvement Plan (CIP)
11. Evaluation of CIP Success
12. New CIP Tables
13. Program Learning Outcomes (PLOs)
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| 1. **Program and Its Context**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **Describe the program, its relationship to the college, and the community it serves.**
 | Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding. |
| 1. **Describe the following points as applicable:**
2. **Program’s purpose**

**If the program has a purpose/mission statement, upload it in section I.B.1. of the Appendix.** |  |
| 1. **Program’s learning outcomes and marketable skills**

**Upload the program’s Program Outcomes and Course Alignment (POCA) document in section I.B.2. of the Appendix.** | The program’s Program Outcomes and Course Alignment (POCA) document is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Assessment Data – POCA.” |
| 1. **Whom the program serves**
 |  |
| 1. **Degree paths program prepares graduates to enter**
 |  |
| 1. **Regulatory standards program must meet, if applicable (e.g., THECB, Workforce, external accreditation)**
 |  |
| 1. **Program Relationship to College Mission and Strategic Plan**
 |  |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **Explain with evidence how the program supports the College’s mission statement: “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”**
 | The College’s mission statement is also available at <https://www.collin.edu/aboutus/>. |
| 1. **Explain with evidence how the program supports the College’s strategic plan (2020–2025 Strategic Plan).**
 | The College’s 2020–2025 Strategic Plan is available at <https://www.collin.edu/aboutus/strategic_goals.html>. |

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| 1. **Program Relationship to Student Demand**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **A. Describe with evidence student demand for program awards (degrees and certificates).** |  |
| 1. **Upload the current Institutional Research Office (IRO) tables of program enrollment data, unduplicated and duplicated, for each of the last five years in section III.B. of the Appendix.**
 | The IRO tables of program enrollment data, unduplicated and duplicated, are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Enrollment Data.” |
| 1. **What does the program’s enrollment pattern over the past 5 years, if unaltered, suggest for the program’s future? Explain.**
 |  |
| 1. **What plans, if any, does the program have for changing its enrollment pattern?**
 |  |
| 1. **Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. Are there any specific supports for a diverse student population? If no actions are taken at present, please develop and describe a plan to do so.**
 |  |
| 1. **Discuss program enrollment by gender, race, and ethnicity compared to Collin College’s overall student demographics. How does the program attract (or plan to attract) a diverse student population? What does the demographic and enrollment evidence suggest about the program?**
 | Both program-specific and college-wide student demographic statistics are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Enrollment Data” and the link to the program’s unduplicated data. The program-specific statistics and college-wide statistics appear in the applicable vertical bar charts. |
| 1. **MARKETABLE SKILLS**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **State the program’s marketable skills as they appear in the current *Collin College Catalog*.**
 | The *Collin College Catalog* is available in digital format at <https://catalog.collin.edu/>.  |
| 1. **Discuss the evidence indicating that the program teaches these marketable skills.**
 |  |
| 1. **What foundational skills and knowledge do employers say they want?**
 |  |
| 1. **Provide evidence from national, state, and/or local employer surveys, studies, editorials, and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.**
 | Resources for employer expectation information could include the following: * Texas Labor Market and Career Information, Texas Workforce Commission: <https://lmci.state.tx.us/explore/TSC/TCA.asp>
* Occupational Outlook Handbook, U.S. Bureau of Labor Statistics: <https://www.bls.gov/ooh/>
* Labor Market Information for Dallas-Fort Worth-Arlington Metro Statistical Area, compiled by Collin’s Institutional Research Office (IRO): <http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf>
* O\*NET OnLine: [www.onetonline.org](http://www.onetonline.org)
* The Burning Glass Institute: <https://www.burningglassinstitute.org/>
* JobsEQ
* Information from four-year colleges and universities
 |
| 1. **Effectiveness of Curriculum**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **Describe with evidence any curricular barriers to program completion.**
 | Obtain and review data from the Institutional Research Office (IRO) related to course enrollments, course completion rates (percentage of students in each course who remained enrolled through the last day of the class), course success rates (percentage of students in each course who earned a final semester grade of “C” or above), and the frequency with which courses are scheduled to identify any barriers to program completion. Use this IRO data in answering the questions in this section.The table of Average Section Size is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Average Section Size.”Course success and course completion statistics are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Grade Distribution Data.” |
| 1. **Regarding Field-of-Study (FOS) courses, which are defined by the state, describe with evidence any curricular barriers to program completion and transfer pathways. If the program does not have FOS courses, please so state.**
 | A Field of Study (FOS) is a set of courses that will transfer and apply to a corresponding bachelor’s level degree at a Texas college or university. Both the FOS and the Core Curriculum courses are transferrable for full academic credit to any public college or university in Texas. Students who complete the FOS block of courses will earn a certificate in that FOS.Additional information regarding FOS courses is available in the online *Collin College Catalog* at <https://catalog.collin.edu/>. |
| 1. **Regarding Core courses, do all course options have sufficient enrollment to continue their inclusion in Core?**
 | The General Education/Core Curriculum at Collin College is a collection of 42 credit hours of general education courses selected by Collin College faculty in eight areas that have been approved by the Texas Higher Education Coordinating Board to build a basic foundation of knowledge.Additional information regarding Core courses is available in the online *Collin College Catalog* at <https://catalog.collin.edu/>. |
| 1. **Regarding Core and FOS certificates, what steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?**
 |  |
| 1. **Upload the current Institutional Research Office (IRO) table of course completion and success rates in section V.A.4. of the Appendix.**

**Identify and discuss all courses that have a completion rate below 78% (Carl Perkins’s standard).** | Course completion and success statistics are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Grade Distribution Data.” |
| 1. **Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.**
 |  |
| 1. **Indicate whether the Texas Higher Education Coordinating Board (THECB) Completers Standard (average 25 completers over the last 5 years or an average of at least 5 completers per year) has been met.**
 | A “completer” is a student who has met the requirements for a degree or certificate (Level I or II).Completer statistics are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Outcome Data.” |
| 1. **State the number of completers over the last 5 years:**
 |  |
| 1. **If the average number of program completers is below the stated standard, describe a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program.**
 |  |
| 1. **For any required program courses where there is a pattern of low enrollment (averaging fewer than 15 students), explain the program’s plan to grow enrollment.**
 | Enrollment statistics for program courses are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Grade Distribution Data.” |
| 1. **Make the case with evidence that the program is well managed.**
 | Answer question D. after you have answered questions 1.– 5. below. |
| 1. **Examine the current Institutional Research Office (IRO) table of average section size of program courses and draw conclusions from the data.**

**Upload the current IRO table of average section size of program courses in section V.D.1. of the Appendix.** | The IRO table of average section size of program courses is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Average Section Size.” |
| 1. **Examine the current Institutional Research Office (IRO) table of average section size of program courses and draw conclusions from the data.**

**Upload the current IRO table of average section size of program courses in section V.D.1. of the Appendix.** |  |
| 1. **Examine current IRO table of grade distributions of program courses and draw conclusions from the data. For any courses that have a success rate below 75%, explain the instructional and other intervention(s) that might improve success rates for each identified course.**

**Upload the current IRO table of grade distributions of program courses in section V.D.2. of the Appendix.** | The IRO table of grade distributions of program courses is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Grade Distribution Data.” |
| 1. **Insert data pertaining to the program from last Fall’s End-of-Term Full-Time/Part-Time Faculty Contact Hour Report here.**
 | Last Fall’s End-of-Term Full-Time/Part-Time Faculty Contact Hour Report spreadsheet for the entire district is available on the Institutional Research Office (IRO) website at <https://inside.collin.edu/iro/institutional_data.html>. (Cougarweb login is required.) See the heading “Faculty Contact Hour Reports” for the relevant link.Do not copy the entire district-wide report. Rather, copy and paste the spreadsheet rows relating to the full-time and part-time faculty in your program only. Hide rows that do not relate to the program or that relate to institutional totals.If you have questions, please contact your supervisor or the Institutional Research Office (IRO). |
| 1. **What evidence do you have that students are satisfied with the program? What kinds of complaints do program students make to the associate dean?**
 | Be sure that your response does not include the names of any students or instructors. |
| 1. **Effectiveness of Program Communications**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **Describe with evidence how the program literature and electronic sites are current, including accurately representing the program and supporting the program’s recruitment plan, retention plan, and completion plan.**
 |  |
| 1. **Describe how the program solicits student feedback regarding its website and literature and how the program incorporates that feedback to make improvements.**
 |  |
| 1. **Describe how the program ensures that students are informed/aware of program literature. Is program literature made accessible to all students (i.e., can they obtain the information they need)?**
 |  |
| 1. **Identify who is responsible for monitoring and maintaining the program’s website, and describe the processes in place to ensure that information is current, accurate, relevant, and available.**
 |  |
| 1. **In the Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, and relevance and were readily available to students and the public.**

**Upload the completed Program Literature Review Table in section VI.B. of the Appendix.** | The Program Literature Review Table template is available is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) An example of a completed Program Literature Review Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| 1. **Effectiveness of Program Stakeholder Resources and Partnerships**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **In the Program Stakeholder Resources and Partnerships Table, list any list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.****Upload the completed Program Stakeholder Resources and Partnerships Table in section VII. of the Appendix.**  | The Program Stakeholder Resources and Partnerships Table template is available on the Program Review Portal here: <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)An example of a completed Program Stakeholder Resources and Partnerships Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |

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| 1. **Professional Development**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **In the Employee Resources Table, provide a list of professional development activities of program faculty/staff since the last program review.** **Upload the completed Employee Resources Table in section VIII. of the Appendix.** | The Employee Resources Table template is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)An example of a completed Employee Resources Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| 1. **Facilities, Equipment, and Funding (Optional)**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **NOTE: Respond to section IX only if the program is requesting improved resources.**1. **Provide evidence regarding current deficiencies or potential deficiencies related to infrastructure (e.g., technology), facilities, equipment, maintenance, replacement, plans, or budgets that pose important barriers to the program or student success.**
 | Possible points to consider:* The useful life of structures, technologies, and equipment
* Special structural requirements
* Anticipated technology changes impacting equipment sooner than usual
 |
| 1. **If any current or potential deficiencies exist, complete the resource tables below to supportyour narrative.**
	* + 1. **Facilities Resources Table**

**Upload the completed Facilities Resources Table in section IX.B.1. of the Appendix.** | The Facilities Resources Table template is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)An example of a completed Facilities Resources Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| * + - 1. **Equipment/Technology Table ($5,000 or More)**

**Upload the completed Equipment/Technology Table ($5,000 or More) in section IX.B.2. of the Appendix.** | The Equipment/Technology Table ($5,000 or More) template is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)An example of a completed Equipment/Technology Table ($5,000 or More) is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |
| * + - 1. **Financial Resources Table**

**Upload the completed Financial Resources Table in section IX.B.3. of the Appendix.** | The Financial Resources Table template is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)An example of a completed Financial Resources Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.” |

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| 1. **Continuous Improvement Plan (CIP)**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| 1. **Upload the program’s previous CIP tables in section X.A. of the Appendix.**

**In addition, e-mail the program’s previous CIP tables to the Institutional Research Office (IRO) at effectiveness@collin.edu.** | The program’s previous CIP tables are available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) Scroll down to the heading “Continuous Improvement Process.”Be sure *both* (1) to upload the program’s previous CIP tables in section X.A. of the Appendix *and* (2) to e-mail those tables to the Institutional Research Office (IRO) at effectiveness@collin.edu. |
| * 1. **Describe how the program used its last Continuous Improvement Plan (CIP) to make the following improvements to the program over the past 4 years:**
1. **Program Learning Outcomes/ Program Competencies**
 | Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.  |
| 1. **Overall improvements to the program**
 |  |

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| 1. **Evaluation of CIP Success**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **Based on the information, analysis, and discussion that have been presented in sections I–X of this program review, summarize the strengths and weaknesses of the program. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).** |  |
| 1. **New CIP Tables**
 |
| **Template Question** | **Guidelines for Narrative Responses and/or Evidence** |
| **Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one program learning outcome (or program competency), and focus on these priorities to formulate the program’s new CIP. The program may also add short-term administrative, technological, assessment, resource, or professional development outcomes as needed.** | If the program has an external accrediting body, external accreditation reports are a good resource for constructing the program’s CIP. |
| 1. **Complete the CIP Outcomes, Measures & Targets Table. Choose 1 to 2 outcomes from the table to focus on over the next two years.**

**Upload the completed CIP Outcomes, Measures & Targets Table in section XII.A. of the Appendix.****In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.** | The Standalone Template for the CIP Outcomes, Measures & Targets Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) Scroll down to the “Shared Files” heading and the “Continuous Improvement Plan (CIP)” subheading.An example of a completed CIP Outcomes, Measures & Targets Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.”Be sure *both* (1) to upload the completed CIP Outcomes, Measures & Targets Table in section XII.A. of the Appendix *and* (2) to e-mail the document to the Institutional Research Office (IRO) at effectiveness@collin.edu. |
| 1. **Complete boxes A, B, C, and D of the CIP Outcomes 1 & 2 Table.**

**Upload the completed CIP Outcomes 1 & 2 Table in section XII.B. of the Appendix.****In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.** | The Standalone Template for the CIP Outcomes, Measures & Targets Table is available in the Templates & Forms section of the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.)The program will complete boxes E, F, and G in Year 2 of the new Program Review cycle.An example of a completed CIP Outcomes 1 & 2 Table is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “INSTITUTIONAL EFFECTIVENESS” menu, click on “Training and Resources.”Please be sure *both* (1) to upload the completed CIP Outcomes 1 & 2 Table in section XII.B. of the Appendix *and* (2) to e-mail that table to the Institutional Research Office (IRO) at effectiveness@collin.edu. |
| **XIII. Program Learning Outcomes (PLOs)** |
| 1. **Upload the program’s most recent Program Assessment Data Report in section XIII.A. of the Appendix.**

**In addition, e-mail the program’s most recent Program Assessment Data Report to the Institutional Research Office (IRO) at effectiveness@collin.edu.** | The program’s Program Assessment Data Report is available on the Program Review Portal at <https://inside.collin.edu/institutionaleffect/program_review_process.html>. (Cougarweb login is required.) In the “DATA” menu, click on “Assessment Data – POCA.”Please be sure *both* (1) to upload the program’s most recent Program Assessment Data Report in section XIII.A. of the Appendix *and* (2) to e-mail that report to the Institutional Research Office (IRO) at effectiveness@collin.edu. |
| 1. **Describe how the program used the Assessment Plan in the program’s Program Outcomes and Course Alignment (POCA) document to make the following improvements to the program:**
	* + 1. **Program Learning Outcomes/ Program Competencies**
 | If the program has an external accrediting body, external accreditation reports are a good resource for constructing the Program Learning Outcomes assessment. |
| * + - 1. **Overall improvements to the program**
 |  |
| **What Happens Next: The Program Review Report Pathway** |
| 1. **Following approval by the Program Review Steering Committee:**
* Program Review Reports will be evaluated by the Leadership Team.
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester.
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.
1. **Program responses to the Program Review Steering Committee recommendations received before July 31 will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next 5 years.**
 |