

ACADEMIC PROGRAM REVIEW CHECKLIST

Program: Engineering FOS

Reviewer Daphne Babcock

	Responsive to the Component	Evidence	Analysis: Explanation/ Rationale of Assertions Supported by Evidence	Overall Judgment	Comments
1. What does the program do?	Accepted without Recommendations			Accepted without Recommendations	This section offers a clear and concise overview of what the program does.
2. Program's relationship to the college mission & strategic plan.	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	<ol style="list-style-type: none"> 1. Do any of your faculty serve on faculty council, COE, COAT, CAB or as an Academic Planning Coach? 2. There is no mention of Strategic Goal 1: Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals. Can you provide average retention rates and success rates by course? Perhaps that is discussed later in this document.
3. Program relationship to student demand.	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	<ol style="list-style-type: none"> 1. What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues (more sections, hiring?)? 2. Are there any specific supports for a diverse student population?

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4. What marketable skills should students have after completion?	Accepted with Required Changes	Accepted with Required Changes	Accepted with Required Changes	Accepted with Required Changes	You only mention two marketable skills; you do have additional marketable skills listed on the website; these are worth mentioning.
5. How effective is the program's curriculum?	Accepted with Required Changes	Accepted with Required Changes	Accepted with Required Changes	Accepted with Required Changes	Did not address the following: <ol style="list-style-type: none"> 1. Contact hours taught by FT and PT faculty 2. Student satisfaction data/complaints 3. Identify student learning outcomes that are challenging or barriers
6. How well does program communicate?	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	Accepted with Recommendations	Include syllabi/House Bill 2504 Collin webpage to the table.
7. How well are partnership resources built and leveraged?	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Engineering misspelled in the last entry line of table.
8. Are faculty supported with professional development?	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Both full-time and adjunct faculty are consistently involved in professional development activities throughout the year, participating at various levels.
9. [Optional] Is the program supported with facilities, equipment, and financial resources?					None was requested.
10. How have past CIPs contributed to success?	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Improvements noted.
11. How will program success be evaluated?	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Accepted without Recommendations	Weakness addressed – advisors unaware that students must get started on math and science sequences early on.

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					Strengths/Improvements include adding a career coach and a dedicated engineering advisor.
12. Future Continuous Improvement Plan Table	Accepted without Recommendations			Accepted without Recommendations	

Overall Decision:

Accepted Without Recommendations
 Accepted With Recommendations
 Accepted with Required Recommendations
 Revisit and Revise

General comments about the submission or rationale for the conclusion: