|  |  |
| --- | --- |
| **PROGRAM NAME:** Click or tap here to enter text. | **AUTHORING TEAM CONTACT:** Click or tap here to enter text. |
| **PHONE:** Click or tap here to enter text. | **E-MAIL:** Click or tap here to enter text. |

1. **Program and Its Context**
2. **Describe the program, its relationship to the college, and the community it serves by answering the following questions:**
3. **What is the purpose of the program?**

Click or tap here to enter text.

**If the program has a purpose/mission statement, upload it in section I.A.1. of the Appendix.**

1. **What are the program-level learning outcomes that faculty have identified for this program?**

Click or tap here to enter text.

**Upload the program’s Assessment Plan I.A.2. of the Appendix.**

1. **Describe the marketable skills that are taught by the program.** (Marketable skills are interpersonal, cognitive, and applied skills that are valued by employers. They are primary skills for a major or complementary skills to a major, and they are acquired by students through curricular, co-curricular, or extra-curricular activities. Marketable skills are often called employability skills or transferable skills, and they include both technical and soft skills. All programs should have marketable skills on file with the Curriculum Office and should aim to highlight those skills for students when teaching courses in the program.)

Click or tap here to enter text.

1. **Describe the population of college students that the program is intended to serve.**

Click or tap here to enter text.

1. **Describe the baccalaureate degree paths the program prepares graduates to enter. In the narrative explain whether the program incorporates a THECB approved Field of Study (FOS) curriculum.**

Click or tap here to enter text.

1. **If applicable, please list any regulatory bodies or entities that set standards for program quality that the program must meet other than the THECB and SACSCOC. This may include programmatic accreditors, external agencies recognizing the program for delivering a quality education, etc. If no other entities provide standards the program is expected to meet, please respond with “N/A.”**

Click or tap here to enter text.

1. **Program Relationship to College Mission and Strategic Plan**
2. **The Collin College mission statement describes three important stages of a coherent educational experience:** “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”

**Illustrate how students progressing through this program obtain a coherent educational experience by describing two or more examples of scaffolded learning experiences/activities that guide students through the three stages described in the college mission statement.** (Programs may find the Program Outcomes Course Alignment Matrix in the Program Assessment plan helpful in drafting this narrative.)

Click or tap here to enter text.

1. **If the program has developed its own purpose/mission statement, provide it here, and describe how it aligns to the college’s mission statement. If a program mission statement does not exist, simply reply with “N/A.”**

Click or tap here to enter text.

1. **Explain how the program supports at least one of Collin College’s strategic goals (2023–2030 Strategic Goals). Please provide at least one example of each claim made in this narrative.**

Click or tap here to enter text.

1. **Program Relationship to Student Demand**
2. **Describe with evidence student demand for program awards (degrees and certificates), by answering the following questions:**
3. **Using the Total Enrollment Dashboard, examine total enrollment for the program over the prior four years. What are the trends observed in program enrollment over the prior four years. What does the program’s enrollment pattern, if unaltered, suggest for the program’s future? Explain.**

Click or tap here to enter text.

1. **For programs that demonstrate *decreasing* total enrollment over the prior four-year period, what plans, if any, does the program have for changing its enrollment pattern?** If this question does not apply to the program because total enrollments are flat or increasing, please respond with “N/A.”

Click or tap here to enter text.

1. **Using the Average Section Size Dashboard, examine average section sizes in the program’s courses comprising the “major” over the prior four-year period. Identify each course in the “major” that displays a pattern of low enrollment (fewer than 15 students/section) and provide a plan to grow enrollment and/or adjust or revise the curriculum in each identified course**. If the average section size for each “major” course in the program is consistently 15 or higher over the prior four years, you may answer with “Average section sizes for each technical course in the program are 15 or higher.”

Click or tap here to enter text.

1. **Using the appropriate Enrollment Dashboard, examine program enrollment by gender, race, and ethnicity and compare this data to Collin College’s overall student demographics over the prior four years to answer the following questions:**
2. **Using data from the most recent year available, describe how well the program’s demographic composition aligns to Collin College’s demographic composition by gender, race and ethnicity.**

Click or tap here to enter text.

1. **What does the demographic and enrollment evidence suggest about the program?**

Click or tap here to enter text.

1. **Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at present, please develop and describe a plan to do so.**

Click or tap here to enter text.

1. **Marketable Skills**
2. **State the marketable skills taught in the program.**

Click or tap here to enter text.

1. **How closely do these marketable skills align to Collin College’s core curriculum learning objectives?**

Click or tap here to enter text.

1. **Please provide two or more examples to serve as *evidence* that the program teaches these marketable skills, and discuss how the faculty communicate these skills to students.**

Click or tap here to enter text.

1. **What transferable (i.e. soft) skills do employers say they want in new hires?** In writing this narrative 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.

Click or tap here to enter text.

1. **Effectiveness of Curriculum**
   1. **Institutional Standards:** provide evidence that the institutional standards listed below have been met. For any standard not met, describe a plan for bringing the program into compliance.
2. **Completers Standard (Texas Higher Education Coordinating Board [THECB] standard):** While THECB rules explicitly state that academic associate degree programs cannot be labelled low producing if they lead to transfer into four-year programs, Collin College still expects programs leading to transfer to meet a minimum of 25 award completions (AA, AS, AAT degrees) in the prior five-year period. **How many degrees were awarded to students in this program in the most recent 5-year period?**

Click or tap here to enter text.

1. **If the number of completers is below 25 degree completions in the most recent five-year period, 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. If this does not apply to the program under review simply respond with “N/A.”**

Click or tap here to enter text.

1. **Course Withdrawal Rates Standard (Collin College Standard):** No more than 20% of students enrolled in program courses on the census date withdraw from any course in the program by the end of the term.
   * 1. **Examine the last four years of course withdrawal rates for courses in the “major” (including required courses or recommended courses in the core curriculum) and identify those courses with withdrawal rates greater than 20% in any year/term in that time-period. Describe any trend you see in the withdrawal rates for the identified courses over the prior 4-year period.**

Click or tap here to enter text.

* + 1. **For each identified course with a withdrawal rate of greater than 20% and for which the trend does not indicate improvement over the past four years, describe a plan for reducing the course withdrawal rate.** If any courses demonstrating withdrawal rate higher than 20% are required in the program but are taught by faculty in other disciplines, discuss a plan to inform students about the importance of the indicated course(s) to the major and to provide students advice on resources they might use to better prepare to take the indicated course. If no required courses have withdrawal rates in excess of 20%, simply respond with “N/A.”

Click or tap here to enter text.

* 1. **Curricular Barriers –** Curricular barriers represent individual courses in the program curriculum that present challenges for students that may prevent them from program completion. Barriers include (but are not limited to):
* courses that fail to consistently make at least once each year,
* courses with success rates (proportion of students earning grades of C or higher) under 70%,
* courses with withdrawal rates in excess of 20%,
* courses that have particularly challenging learning outcomes that students struggle to achieve,
* courses taught in specific instructional modes (i.e. distance ed or hybrid/blended) that demonstrate success rates under 70% or withdrawal rates in excess of 20%, when the same courses taught face-to-face do not meet these criteria, etc.
  + - 1. **Describe with evidence any specific curricular barriers, such as those noted above, to program completion that faculty members have identified for any course comprising the “major” of the program.** (Evidence for this narrative may be quantitative or qualitative and may include anecdotal evidence. If anecdotal evidence is being provided, a solid description of what anecdotes were recognized by faculty members that teach in the program will be needed to meet the requirement for evidence.)

Click or tap here to enter text.

* + - 1. **Ask program faculty members to discuss the most challenging course-level learning outcomes for students to achieve. In the narrative below, identify those course-level learning outcome statements and what courses they arise in. Explain why faculty members feel these outcomes are so difficult for students to attain. Are any of these identified challenges being considered as the goal to be addressed by an action plan in the next CIP?**

Click or tap here to enter text.

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 in the identified course.**

Click or tap here to enter text.

1. **Describe the most recent data collected for the Program Assessment Plan. Are students meeting identified program-level outcomes?**

Click or tap here to enter text.

* 1. **If students are meeting all program-level learning outcomes, what efforts are being undertaken to analyze whether different program-level learning outcomes statements or different targeted levels of success are needed to drive program improvement efforts.**

Click or tap here to enter text.

* 1. **If Students are NOT meeting one or more program-level learning outcomes, what efforts are being undertaken by program faculty members to design interventions to address identified student challenges?**

Click or tap here to enter text.

1. **Upload the program’s last two (2) Continuous Improvement Plan (CIP) Reports in section V.C.4. of the Appendix. Summarize the Action Plans, Results, and decisions made regarding the improvement of learning outcomes in the last two Continuous Improvement Plans (CIPs). Were the action plans to improve student learning of specific learning outcomes successful or unsuccessful? For those action plans deemed successful, has the program embedded into the curriculum the changes undertaken in the prior action plans? If not, why not?**

Click or tap here to enter text.

1. **Developing the Next CIP -** Examine the answers to questions V.B.1.- V.B.5. above on Curricular Barriers to develop the next CIP**.**
   * + 1. **Describe the learning outcome(s) that program faculty members have identified to target for improvement in the next continuous improvement plan.**

Click or tap here to enter text.

* + - 1. **What Action Plan(s) have faculty members chosen to implement to improve learning of the targeted outcome(s) identified in V.C.1.**

Click or tap here to enter text.

* + - 1. **Describe the assessment that the program intends to use to measure the success of the proposed action plan and explain whether the proposed assessment truly measures student attainment of the targeted learning outcome statement.**

Click or tap here to enter text.

* + - 1. **Describe the desired level of success of the proposed action plan in terms of expected performance on the proposed assessment measure.**

Click or tap here to enter text.

* + - 1. **Using the information identified in V.C.1-V.C.4, Complete the CIP Outcomes, Measures & Targets Table in a CIP Report, and Complete boxes A, B, C, and D of the CIP Table. Add Additional Tables, if needed, for each targeted learning outcome being addressed with an action plan. Upload the resulting *Preliminary/Next* CIP in the Appendix under V.C.5.** Please share the preliminary CIP report with other faculty members to communicate what is being done next year for continuous improvement of learning in the program.

Click or tap here to enter text.

1. **Make a case with evidence that the program is well managed** by answering the following questions:
   * + 1. **Using data from last Fall’s End-of-Term Faculty Contact Hour Report, describe the ratio of the number of contact hours taught by full-time faculty members to the number of contact hours taught by adjunct faculty members. How does this ratio compare to the college goal of 50% of contact hours taught by full-time faculty members and 50% of contact hours taught by adjunct faculty members?**

Click or tap here to copy and paste text.

* + - 1. **What evidence do you have that students are not satisfied with the program? What kinds of complaints do program students make to faculty members or college administrators about the program?**

Click or tap here to enter text.

1. **Effectiveness of Program Communications**
2. **When was the last date of review of all program literature and all program webpages? Is all program literature (including documents and websites) current (i.e., does the program literature accurately represent the program and support the program’s recruitment plan, and retention/completion plan)?**

Click or tap here to enter text.

1. **Describe how the program ensures that students are informed/aware of program literature and that they can obtain the information they need).**

Click or tap here to enter text.

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.**

Click or tap here to enter text.

1. **Effectiveness of Program Stakeholder Resources and Partnerships**

**In the Program Stakeholder Resources and External Relationships Table, list any business, industry, government, college, university, community, and/or consultant relationships, including clinical or professional sites and internal Collin departments, that the program identifies as keys to advance program outcomes**. If no such relationships are viewed as keys to advance program outcomes, the Program Stakeholder Resources and Partnerships Table may be attached with “N/A” placed in the first row of each column.

**Upload the completed Program Stakeholder Resources and Partnerships Table in section VII. of the Appendix.**

1. **Facilities, Equipment, and Funding (Optional)**

**NOTE: Respond to section IX only if the program plans to request additional fiscal resources in the next two or three budget cycles.**

1. **Describe current deficiencies or potential deficiencies related to infrastructure (e.g., technology, facilities, equipment), maintenance, replacement plans, or budgets that pose barriers to the program or student success.**

Click or tap here to enter text.

1. **If any current or potential deficiencies exist, complete the resource tables below to supportyour narrative.** (Include in each justification for additional funding an alignment with the one or more of Collin College’s strategic or master planning goals.)
   * + 1. **Facilities Resources Table**

**Upload the completed Facilities Resources Table in section IX.B.1. of the Appendix.**

* + - 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.**

* + - 1. **Financial Resources Table**

**Upload the completed Financial Resources Table in section IX.B.3. of the Appendix.**

1. **Conclusion and Overall Evaluation of Program**

**Based on the information, analysis, and discussion that have been presented in sections I–VIII of this program review, summarize the strengths and weaknesses of the program. Describe specific actions the faculty members intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success and program learning outcomes.** **Provide the rationale for targeting the expected learning outcome(s) for improvement in student learning that has been chosen for the next CIP.**

Click or tap here to enter text.