|  |  |
| --- | --- |
| **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 its relationship to the community it serves by answering the following questions:**
3. **What is the purpose of the program?**

Click or tap here to enter text.

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 in section 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. **List the Industry or industries the program serves.**

Click or tap here to enter text.

1. **List career paths/occupations and/or degree paths the program prepares graduates to enter**

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 Statement and Strategic Goals**
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 three 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 enrollment is 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 technical courses (i.e. not those courses fulfilling general education/core curriculum requirements) over the prior four-year period. Identify each technical course 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 of these courses.** If the average section size for each technical 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:**
	* + 1. **Using data from the most recent year available, describe how well the program’s demographic composition aligns with 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. **Program Relationship to Market Demand**

**Discuss the evidence indicating that employers need and hire the program’s graduates by answering the following questions. As you answer the questions below please identify and discuss the program’s strengths and weaknesses related to market demand.**

1. **Labor Market Data -** Work with Collin College’s Office of Institutional Research to obtain employment projections and salary information about the occupations the program prepares students to enter.

**How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that Collin College has a current signed articulation agreement with one or more transfer institutions to apply program coursework to a baccalaureate degree or that the program plans to develop one.** (Alternatively, can the program’s graduates be accepted into an applied baccalaureate degree at Collin College or into a Bachelor of Applied Arts and Sciences degree program at a public or private university in the state of Texas?)

Click or tap here to enter text.

1. **What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How does the program plan to address under- or over-supply?**

Click or tap here to enter text.

1. **What proportion of the program’s graduates (seeking employment) found employment within 6 months of graduation? (If information is solely anecdotal expressly note this in the narrative, and if no such information is available, please reply with “N/A.”)**

Click or tap here to enter text.

1. **Effectiveness of the Curriculum**
2. **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.
3. **Completers Standard (Texas Higher Education Coordinating Board [THECB] standard):** To avoid being identified as a low-producing program by the THECB, the program should have a minimum of 25 award completions (AAS degrees and certificates only; OSAs and ICLCs do not count) in the prior five-year period.
	1. **How many AAS degree and certificate awards were awarded to students in this program in the most recent five-year period?**

Click or tap here to enter text.

* 1. **If the number of completers is below the required standard of 25 AAS and certificate 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 in question simply respond with “N/A.”**

Click or tap here to enter text.

1. **Licensure Standard (Collin College standard):** 93% of test-takers pass licensure exams in those programs that prepare students for licensure.
	* 1. **If applicable, state the program’s licensure pass rate for the most recent academic year. If a licensure pass rate does not apply to your program, respond with N/A.**

Click or tap here to enter licensure pass rate.

* + 1. **For a licensure pass rate below 85% (Collin College threshold), describe a plan for raising the pass rate.** **If a licensure pass rate does not apply to your program, 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 the course by the end of the term.
2. **Examine the last four years of course withdrawal rates for technical courses (i.e. not those courses fulfilling general education/core curriculum requirements) in the program to 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 no technical courses have withdrawal rates in excess of 20%, simply respond with “N/A.”

Click or tap here to enter text.

* 1. **Advisory Committee Composition and Engagement -** Present evidence from advisory committee minutes and composition that the program has an engaged committee that includes employers who are actively engaged on the committee, and who are representative of area employers.
1. **How many voting members does your advisory committee have, and of those, how many represent organizations that have hired one or more program graduates in the last 4 years?** (Starting in Fall 2026 programs will also need to include how many committee members attending the meetings represent organizations that have employed program graduates in the last 4 years. If it is unknown how many organizations represented on the advisory committee have hired graduates of the program, please describe a plan to begin seeking this information from advisory committee members.)

Click or tap here to enter number of employers on advisory committee.

1. **How many voting members attended the last 2 advisory committee meetings?**

Click or tap here to enter number of employers who attended last two advisory committee meetings.

1. **How has the advisory committee impacted the program over the last four years (including latest trends, directions, and insights into latest technologies)?**

Click or tap here to enter text.

1. **Briefly describe any conversations the advisory committee has conducted over the last 4 years to identify knowledge, skills, and abilities that graduates of the program should possess to be highly employable. Explain what the program did in terms of curricular adjustments to address any identified deficiencies. If no conversations have been conducted by the advisory committee to identify knowledge, skills, and abilities needed by program graduates to be successful in the labor market, please describe a plan to do so.**

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, hybrid/blended, or face-to-face) 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.** (Evidence for this narrative may be quantitative or qualitative and may include anecdotal evidence. If anecdotal evidence is being provided, provide what anecdotes were recognized by faculty members teaching in the program 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 outcomes statements and what courses they arise in. Explain why faculty members feel these outcomes are so difficult for students to attain.**

Click or tap here to enter text.

* + - 1. **Describe the most recent data collected on 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.C.1.- V.C.4. 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.D.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.D.1-V.D.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 CIP in the Appendix under V.D.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. **Curricular Relevancy to the Contemporary Labor Market-** Indicate with evidence that the program curriculum is current and relevant to today’s labor market by answering the following questions:
1. **How well are general education requirements integrated into the technical coursework? Please articulate three or more specific examples to support your assertions. If no such integration has been explicitly undertaken, please describe a plan to begin doing so.** (Such an effort should be carried out in conjunction with information from the program advisory committee on required knowledge, skills, and abilities graduates need to be successful in the labor market.)

Click or tap here to enter text.

1. **How does the program curriculum compare to curricula at other institutions of higher education? Review programs at two or more comparable colleges. Discuss differences in curriculum and ideas for improvement, if any.**

Click or tap here to enter text.

1. **How does the program curriculum align with any applicable professional association standards or guidelines? If no such standards or guidelines exist, please respond with “N/A.”**

Click or tap here to enter text.

1. **Is the curriculum subject to external accreditation? If so, identify the accrediting body and the most recent accreditation date for the program, and summarize the outcome of the last accreditation review, if available. Alternatively, if an accrediting body for this discipline does exist but the program has not applied for accreditation, please explain why the program has chosen not to apply for programmatic accreditation. If no accrediting body exists, please respond with “N/A.”**

Click or tap here to enter text.

1. **If the program curriculum differs significantly from the benchmarks identified in V.E.1.-V.E.4. above, explain how the Collin College curriculum benefits students and other college constituents.**

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 External relationships**

**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.