



THREE RIVERS COLLEGE

**Program Review Training Guide
Office of Institutional Effectiveness**

2020-21

Program Review

Purpose

Three Rivers College engages in a three-year program review cycle that includes two years of collection and the review occurring in the Fall semester of the third year. The primary purpose of Program Review is to enhance the quality of our academic programs by having faculty identify areas for potential improvement. These areas include the review of student learning outcomes assessment, curriculum, courses, enrollment, supporting resources, and facilities. Program Review provides a mechanism for Program Managers to engage in planning using data and information to review current viability and help establish priorities and goals for the program. This process provides the information required to support requests for resources needed for program growth and sustainability.

Process

Program Managers engage in a comprehensive program review in accordance with a 2-year collection and review cycle, with the actual Program Review occurring during the Fall semester of the third year. This cycle includes an ongoing discussion between the Program Managers, Program Faculty, Program Advisory Boards and their respective Department Chairs on the program data, as well as any specific improvement initiatives that may be in-progress. A Program Review may be conducted as part of a self-study for specialized accreditation, as a response to an external request (e.g., from the Missouri Department of Higher Education, and the Higher Learning Commission), as part of new program development, and as an ongoing College initiative.

All Program Reviews include the student learning outcomes for the program and an assessment plan that evaluates the program to determine the degree to which student learning outcomes have been met. Data collection and analysis should be an ongoing effort for the program even in years between formal program reviews. The Annual Student Learning Outcomes Assessment reports provide a structure for reporting various methods of assessment and how frequently data is collected. The SLO data collected annually is used during the Program Review.

Support is provided by the Office of Institutional Effectiveness to assist departments, program managers, and faculty to meet the assessment requirements adopted by the faculty. Additionally, the Office of Institutional Effectiveness supports faculty in identifying ongoing assessment activities that may appropriately fit into an assessment plan and provide templates for departments to use in their assessment and training.

PROGRAM REVIEW GUIDE

Section I

Program Overview

Program Title:

Dates of Current Review Period:

Dates of Last Review Period:

Faculty Contact:

Email:

Phone:

VoIP Ext.:

All information should be accurate and current.

	Yes or No
Is the above information accurate?	Click or tap here to enter text.
Is the above information current with College Catalog?	Click or tap here to enter text.

FEEDBACK RESPONSE:

Executive Summary:

This should read as a narrative or an overall summary of what is included in the report. It should be clearly written with the period of review stated.

Items to look for include:

- Introduction describing an overview of findings
- Strengths
- Challenges
- Opportunities
- An overview of action plan for improvement.

No Narrative	I	II	III	IV
No narrative is provided.	Narrative provided does not address section.	Narrative attempts to address section, but does not provide enough information to give reader any understanding.	Narrative addresses most aspects needed in the section, with minor errors.	Provides complete narrative to fully address this section of the review with no errors.

FEEDBACK RESPONSE:

The Three Rivers College mission statement is provided in the report for information purposes and as a reference for the next section.

Program Purpose Statement:

A program purpose statement is a declaration that summarizes the goals and intentions of the program. All AAS programs have a purpose statement in some form. Each Program Manager should provide this statement and then give a narrative.

Catalog Description:

Cli .

Place an "X" in the box if this section is identical to the Program Purpose Statement. The current catalog description is located on the college website and may be found by clicking [here](#).

Sometimes the Program Purpose Statement is also the Catalog description. If this is true, Program Managers may indicate so by marking an "X" in the box provided. If this is not true, then a narrative providing the catalog description is needed along with similar detail explanation as the purpose statement narrative is required.

Items to look for include:

- Alignment with the College Mission
- Current: Is this reflected in most recent College Catalog?
- Relevancy to Curriculum
- Reflective of Goals and Intention of Program
- When was it last updated?
- How often is it reviewed?

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FEEDBACK RESPONSE:

Program Outcomes:

Each program has a set of student learning outcomes which will be in the report. These outcomes should be reflected in the most current available College Catalog.

Items to look for include:

- What are the Program Outcomes?
- Are they reflected in the most currently available College Catalog?

	Yes or No
Is the above information accurate?	Click or tap here to enter text.
Is the above information current with College Catalog?	Click or tap here to enter text.

FEEDBACK RESPONSE:

Pre-requisites:

Some programs require certain things to be met prior to entry. If this is true, an explanation of those requirements is needed in this section. Program Managers not only need to provide what those prerequisites are, but an evaluation of the requirements and their effectiveness and impact on the program.

Items to look for include:

- List of program pre-requisites (if applicable)
- What is the rationale for the pre-requisites?
- Do the prerequisites continue to be needed?
- Do they need to be changed? Have changes occurred?
- Are they imposed by an external agency of some kind, or are they self-imposed?

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FEEDBACK RESPONSE:

Program Costs:

This section of include the actual cost of the program for a student from beginning to end with all associated tuition, fees, books, etc. Some AAS programs have specific fees and material costs associated that are associated with the program and this information should be provided in this section. After this information is provided, a narrative evaluating this cost is required.

Items to look for include:

- List of program costs (if applicable)
- Are these program costs reasonable?
- Are the costs consistent with similar programs at other institutions?
- Are the costs necessary at this time?

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FEEDBACK RESPONSE:

Section II

Current State of the Program

Enrollment Data Trends:

In addition to providing the data, an explanation of the data is also needed. For example, a chart with numbers is great, but a narrative about the data is also necessary. This information should be cited and come from sources such as Factbook, Career Program Outputs Data, Colleague, etc.

Items to look for include:

- Program Enrollment Data for all years of Review
 - Factbook Data
 - Career Program Outputs Data
 - Course Enrollment Data
 - Applicants to Program vs. Admitted into Program Data
- Citations for all Data
- Explanation of Data

No Narrative	No Evidence	I	II	III	IV
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FEEDBACK RESPONSE:

Enrollment Evaluation:

This section is tied closely with the one above. Now that the above section has provided data and a description of it, this section should provide a narrative analyzing the data. .

Items to look for include:

- Is enrollment for the program appropriate?
- Any rationale for changes in enrollment?
- What's the plan of action based on this information?

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FEEDBACK RESPONSE:

Progress & Completion:

This section should be fairly robust as it contains program outputs data with, both Progress (Retention and Persistence) and Completion (Graduates) data. Like Enrollment, this section should have data which is cited, described, and evaluated. Program Managers should use information regarding the breakdown of these, and an evaluation of retention and completion trends is a required narrative.

Items to look for include:

- Retention Data (including applicable dates of data)
 - Description of data
 - Citation for data
 - Evaluation of data
- Completion Data (including applicable dates of data)
 - Description of data
 - Citation for data
 - Evaluation of data
- Explanation of barriers or significant factors influencing student success in the program
- Plan of action for improvement for BOTH Retention and Completion

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FEEDBACK RESPONSE:

Program Assessment Methodology and Design:

This section should be an overview of the Program Assessment Methodology and Design. All programs participate in annual programmatic assessment. However, some are mandated by their accrediting body, and the design can be different. This section narrative should describe their assessment plan, how course outcomes map to the program outcomes, and how they approach evaluating student learning. This section could also include specific points where program faculty have chosen to assess an outcome and the rationale. This should all be in narrative form and NO DATA should be provided in this section.

Items to look for include:

- Program Outcomes
- Curriculum Mapping
- Description of Assessment Plan
- Are all courses sequenced appropriately?
- Have any changes to the Program Outcomes, Curriculum Mapping, or Assessment Plan changed during the period of this review?
- If any changes are needed, what is the plan of action for improvement moving forward?

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FEEDBACK RESPONSE:

Program Learning Outcomes Assessment:

This is where Program Managers should describe their Annual SLO Report RESULTS and USE OF RESULTS. Data should be used to support their narrative. Programs are assessed at the programmatic level so the data discussion should be at the outcome level and NOT within a specific course unless they are mandated by an accrediting body. Once the assessment is described, an evaluation of the last two years of data should be provided.

Items to look for include:

- Synopsis of student learning outcomes assessment data for years of review.
- Improvements to student learning implemented as a result of assessment
- Any curricular changes should be described or noted.
- Any notable changes in data when looking at it by modality, location, or setting?
- What specific need does the program fill at the College not filled by another program?

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FEEDBACK RESPONSE:

Job Placement:

This narrative should include data regarding any graduate job placement. Program faculty routinely stay in touch with their graduates so this may be anecdotal as well. In addition to reporting the data, a review of future outlook, feedback from their Advisory Board, and local economic impact are all appropriate evaluations in this section.

Items to look for include:

- Job Placement Data
 - Citations of Data
 - Description of Data
 - Evaluation of Data
- Is there a need for this program in the labor market?
- What does the future need of this program look like in our area?
- Are our graduates getting jobs?
- Are our graduates prepared when they enter the workforce?
 - How do we know?
- Does the program help graduates with Job Placement?
 - How?

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FEEDBACK RESPONSE:

Continuous Improvement Planning:

Action Plan Objective	Timeline	Responsible Party	Resources required

This section should include any current planning taking place in the program and anticipated future planning necessary for the program to thrive in the next two years before the next program review. Any noted plans of action found in other section narratives should also be found here and coincide with their planning in Strategic Planning Online (SPOL).

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FEEDBACK RESPONSE:

Section III

Analysis of the Program

Articulation (If applicable):

Articulation agreements are located on the college website and may be found by clicking [here](#).

Some programs have articulation agreements with other institutions allowing for the seamless transfer of our AAS degrees into four-year programs. These agreements should be explained in this section. Also, in this section should include an evaluation of these agreements and their impact on the Three Rivers College program.

Items to look for include:

- Description of any articulation agreements
- Explanation of last update, review timeline
- Any changes to articulation agreements during the years of review?
- Any need changes in the future?
- Any opportunities for new or additional agreements?

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FEEDBACK RESPONSE:

Transfer Rates (If applicable):

Transfer data are sometimes more difficult for Program Managers to obtain so data may not be as objective, but anecdotal in this section. Some programs have very small enrollment and even smaller graduation numbers making the relationship between faculty and student one that allows for individual attention. Faculty can sometimes provide very specific information about students who transfer in this section. However, if data are provided, proper citation and sourcing should be included.

It is also possible to have “N/A” as a response in this section. Our AAS program are not intended to transfer, but are designed for students to enter directly into the workforce. Thus, this may not be applicable.

Items to look for include:

- Transfer Data
- Description of Transfer Data
- Citation of Transfer Data
- Evaluation of Transfer Data
- Where do students transfer?
- Are there barriers to transfer at this time?

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FEEDBACK RESPONSE:

Changes in Curriculum:

This section may look a bit different than other sections found within this report. All curriculum changes should be noted in a program’s planning unit in Strategic Planning Online (SPOL). Program Managers should include all changes for the years included in this review along with the justifications and rationale for the changes. It is possible for multiple changes to be based on the same data or justification.

This information is often presented in different formats from bulleted lists to paragraph explanations. The goal is to have clear understanding of the changes made and the rationale as to the purpose of the changes. It would also be appropriate to have the EVALUATION of the changes made as well. *(For example, Program A changed a textbook in year 1 due to a change in content and three years later the textbook has improved student understanding of a specific content area.)*

Items to look for include:

- Changes by year
- Rationale or justification for the changes

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FEEDBACK RESPONSE:

External Needs Assessment:

This section should address each area and its impact on program viability:

- Community/Workforce Need
- Technology
- Licensing
- Accreditation
- Any additional external factors

In addition to providing the information, an evaluation of the last two years should also be given. It is appropriate for Program Managers to discuss their Advisory Board, their past meetings, discussions, etc. and provide Advisory Board meeting minutes.

Items to look for include:

- How do external factors impact the program?
- How do program managers keep up with community and workforce needs?
- Does the Advisory Board adequately represent the community and workforce needs?

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FEEDBACK RESPONSE:

Adequacy of Facilities, Equipment, and Technology:

This section should address the state of facilities and equipment used by the program. It is possible that some programs do not have a regulatory agency for their equipment, facility, etc., but if this is the case, the program manager should state this in their narrative. It should be very clear to you as the reader whether or not the Facilities, Equipment, and Technology are adequate for everyone involved in this program. Students in other locations, modalities, etc. should also be considered.

Items to look for include:

- Are Facilities, Equipment, and Technology
 - Adequate?
 - Modernized?
 - Conducive to Learning?
- Any recommended improvements?
- If applicable, are all standards met for regulating agency?

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FEEDBACK RESPONSE:

Impact of Resources to Support Teaching and Learning:

Program Managers should provide data regarding the faculty: student ratio, number of FT faculty vs. PT faculty, and some data regarding revenue vs. expenditures in this section. After, there should be some kind of narrative analyzing this information and describing its impact on the program itself.

Items to look for include:

- Faculty to student ratio data
 - Explanation, Citation, Analysis of Data
- FT Faculty to PT faculty ratio data
 - Explanation, Citation, Analysis of Data
- Revenue vs. Expenditure data
 - Explanation, Citation, Analysis of Data
- Can any expenses be reduced at this time?
- Is the cost of the program for students proportionate to the eventual prevailing wage?
- If applicable, does the program have an obsolescence plan for large equipment purchases?

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FEEDBACK RESPONSE:

Evaluation of Resources to Support Teaching and Learning:

After providing the information in the previous section above, program managers may have suggestion or basis of recommendations that could be put forth to improve these aspects of the program moving forward. This narrative should include those plans of action and be found within the Continuous improvement planning section as well.

Items to look for include:

- Objective or goal
- Rationale or justification
- Explanation for impact on program

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FEEDBACK RESPONSE:

Professional Development:

Any professional development (webinars, conferences, trainings, etc.) should be noted here along with who participated. Some programs require CEUs or professional development take place which should be noted in this section. The narrative should address not only the explanation of this professional development, but addressing future needs and justification.

Items to look for include:

- List of Professional Development Attended by Year
 - Participants
 - Location
 - Dates
 - Benefit or Rationale
- Any barriers for Professional Development?
- Any Professional Development or CEU Requirements?

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FEEDBACK RESPONSE:

External Accreditation & Documentation:

Some programs have state mandates and external accrediting organizations. This information should be provided here along with all subsequent information. Any additional documentation found significant could be used as further support for this section, but a clear synopsis narrative is needed.

Items to look for include:

- Name of accrediting organization
- Date of last visit
- Date of next upcoming visit
- Are any reports, recommendations, etc. required for the program at this time?
- Any supporting documentation from accrediting organization

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FEEDBACK RESPONSE:

Progress Report:

There should be a narrative explaining current standing with accrediting body, any reports, or recommendations, and plans of action required by the program and institution (if applicable).

Items to look for include:

- Current standing of Program
- Reports
- Recommendations
- Plans to address any necessary actions by the program for the purpose of good standing.

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FEEDBACK RESPONSE:

Section IV

External Review of the Program (Program Feedback)

Advisory Board Feedback:

Some programs have presented their program reviews to their Advisory Boards and gained their feedback at this time. This section should provide a narrative of the feedback received along with any pertinent meeting minutes, survey data, plan of action, or recommendations made from this body.

Items to look for include:

- Advisory Board Feedback
- Supporting Documentation

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