Program Review Template

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| How to Complete the Program Review Template |

The department/program review template is divided into six sections:

1. [Program Overview](#_heading=h.f4dhvhe2cy7z)
2. [Program Metrics](#_heading=h.3tum5nk5uidl)
3. [Student Success and Outcomes](#_heading=h.rdrdzqqt8749)
4. [Resource Use](#_heading=h.ekwxo2wcen4n)
5. [Community Partnerships](#_heading=h.3feh8jrgpqdf)
6. [Opportunity Analysis and Action Plan](#_heading=h.950ltptpchaz)

The template provides a description of each section and a set of guiding questions and prompts to help the program consider important issues in development of their narrative. The intent of the guiding questions is to assist in thinking about common themes in each section. **Programs should make a good-faith effort to conduct a meaningful review, but are not expected to respond to each question or prompt; particularly if they are not applicable to the program. In those cases, you may indicate “N/A.”**

Programs which participate in comprehensive program accreditation reporting are exempt from completing college level program review reports, so long as they remain in good standing with their accreditor, complete reports on time, and file copies of said reports with the Office of the Deans of Instruction in accordance with their accreditation review cycle and any annual reporting requirements.

Additional information can be found in the [**Program Review Guide**](https://docs.google.com/document/d/1JcDKznz1jh1oHdgKH8nIdRLSZbswHDHu0RtptUeXqS8/edit)**.**

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| Section 1. Program Overview |

**Semester and Year of Review:**

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**Program Review Contributors/Authors:**

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The purpose of this section is to describe the program(s) reviewed, its history, the alignment with college strategic priorities, and the viability of offerings. This is your chance to help others better understand your program mission, what the Program is responsible for, and any pertinent history or current context regarding the Program. This section provides a foundation that can be used for future review cycles.

1. **Program(s) reviewed.** At MCC, we review all of the certificates and degrees associated with our [Programs by Name pages](https://www.mesacc.edu/programs/by-name), plus any other active institutional awards that are active in the [Center for Curriculum & Transfer Articulation (CCTA) database](https://curriculum.maricopa.edu/).

**Applicable** [**Programs by Name pages**](https://www.mesacc.edu/programs/by-name) **included in this review:**

*(Data Sheet Column B)*

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**Primary Prefix included in this review:**

*(Data Sheet Column F)*

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**Certificates and/or degrees included in this review.**

*Sample table (Data Sheet Columns C-E)*

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| --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** |
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1. **Program mission.** Describe the mission (purpose) of the Program as it relates to the certificates and/or degrees included in this review. *Program mission/purpose might make less sense for some of the guided pathways "emphasis in" degrees, as well as some small award programs. If this is the case, an “N/A” answer may be acceptable.*

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When was the last time the mission was reviewed by the Program Advisory Committee? *Not all programs will have advisory committees, so an “N/A” answer may be acceptable.*

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How do the Program offerings keep current to meet students/college/ district/community needs? *For example, many programs review the mission annually with the advisory committee to see if any revisions are needed.*

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1. **Program history.** Share any pertinent information about the Program’s history or current contexts that are important to understanding this review. *[Link Recent Program Review Report, if available]*

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| Section 2. Program Metrics |

1. **Program demand.**

*Internal demand for a certificate or degree* is best expressed by student academic intent to enroll in courses associated with the Program. Data can be found on the [Declared Majors dashboard](https://dashboards.maricopa.edu/#/views/MCCDeclaredMajors/DeclaredMajorsMainPage?:iid=1).

*Sample table (Data Sheet Columns C-E, G)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **# Declared Majors** |
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For closed cohort programs (example Paramedic, Nursing, Dental Hygiene, Vet Tech, etc), share any additional applicant demand data for interest to enroll in cohorts.

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*External demand for a certificate or degree* is best expressed by metrics related to the Classification of Instructional Program (CIP) code associated with each award. MCC uses the Gray Associates Program Evaluation System to gather external information related to CIP codes which organizes and ranks data categorizes using a Scorecard ranking system related to (1) student demand, (2) competitive intensity, (3) employment, and (4) degree fit.

Linked reports for the Grays Scorecard for each CIP code related to certificates and/or degrees included in this review based on Maricopa County market data and the appropriate rubric for CTE or transfer programs is included below.

*Sample table (Data Sheet Columns E, H-K)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Plan Code** | **CIP Code** | **CIP Title** | **CIP percentile** | **Scorecard Report** |
|  |  |  |  | Linked |
|  |  |  |  | Linked |
|  |  |  |  | Linked |



Percentile rankings show the relative strength of offering a particular CIP code when compared to all of the other CIP code offerings in the same market. Grays uses a gradient color scale to visually show percentile rankings based on comparative data for all other CIP codes offered within a given market.

Describe viability of Program offerings based on internal (declared majors and/or applicant data) and external demand data.

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1. **Enrollment trends and scheduling metrics data.** The Scheduling Metrics report provides 5 year trend data for fall semester offerings (enrollment, sections offered, section size, enrollment capacity, and cancellation rate) for the primary course prefix(es) for each of the certificates and/or degrees included for which the faculty conducting the review are qualified to teach. Data can be found on the [Scheduling Metrics dashboard](https://dashboards.maricopa.edu/views/MesaSchedulingMetricsDashboard/SchedulingMetricsOverview?iframeSizedToWindow=true&%3Aembed=y&%3Adisplay_count=n&%3AshowAppBanner=false&%3AshowVizHome=n&%3Aorigin=viz_share_link#1).

*Sample table (Data Sheet Columns C-E, M-O)*

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| --- | --- | --- | --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **In-Prefix Required Courses**  [***(CCT***](https://curriculum.maricopa.edu/)***A)*** | **In-Prefix Restricted Elective Courses**  ***(***[***CCTA***](https://curriculum.maricopa.edu/)***)*** | **Scheduling Metrics**  **Report** |
|  |  |  |  |  | Linked |
|  |  |  |  |  | Linked |
|  |  |  |  |  | Linked |

**Course offerings, scheduling, modalities.** Describe how the primary course prefix(es) for each of the certificates and/or degrees included in this program review are scheduled to provide access to students on a variety of days, times, and instructional modalities.

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Describe viability of Program offerings based on enrollment trends and scheduling metrics data.

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1. **Student demographics.** The Student Demographic Comparison report provides 5 year trend data for fall semester offerings (race/ethnicity, gender, and age groups) for the primary course prefix(es) for each of the certificates and/or degrees included for which the faculty conducting the review are qualified to teach. Data can be found on the [Student Demographic Comparison dashboard](https://dashboards.maricopa.edu/views/MCCStudentDemographicComparisonDashboard/MCCStudentDemographicComparisonDashboard?iframeSizedToWindow=true&%3Aembed=y&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no#2).

*Sample table (Data Sheet Columns C-E, M-N, P)*

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| --- | --- | --- | --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **In-Prefix Required Courses**  [***(CCT***](https://curriculum.maricopa.edu/)***A)*** | **In-Prefix Restricted Elective Courses**  ***(***[***CCTA***](https://curriculum.maricopa.edu/)***)*** | **Student Demographic Comparison**  **Report** |
|  |  |  |  |  | Linked |
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Briefly summarize which student groups show to be underrepresented in the Program based on the data provided when compared to the overall MCC student demographics.

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Describe any efforts the Program has made since the last program review to recruit student populations which show to be underrepresented when compared to the overall MCC student demographics.

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1. **Student support.** Describe how the Program provides or promotes student access to support services, including

Enrollment Services

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[Advisement Advisement](https://www.mesacc.edu/academic-advisement)

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Academic supports such as [Tutoring](https://www.mesacc.edu/students/tutoring)

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Student wellness supports such as [Counseling](https://www.mesacc.edu/departments/counseling) and the [Care Team](https://www.mesacc.edu/students/student-success-programs/care-team)

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[Career Services](https://www.mesacc.edu/career) to include internships, career exploration, and employer connections

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| Section 3. Student Success and Outcomes |

1. **Student achievement of learning outcomes for current certificates and/or degrees.** At MCCCD, the official program learning outcomes for all of the certificates and degrees are available in the [Center for Curriculum & Transfer Articulation (CCTA) database](https://curriculum.maricopa.edu/). Faculty regularly assess how well students are achieving the learning they need for success in their Programs. Assessment helps faculty identify opportunities for changes in curriculum and/or instructional pedagogy to support ever-greater student success. The Faculty lead and oversee the assessment process, which should involve an assessment and reporting for all degree and certificate programs, general education areas, and specialized disciplines. During a five-year program review cycle, each of the certificate and/or degree learning outcomes should be assessed at least once, preferably two or more times.

If available, please link the current program learning outcomes assessment plan and any outcomes reports (for each of the certificates and/or degrees) conducted since the last program review. *If the program learning outcomes assessment plan is still in development, you may indicate N/A and should coordinate with the MCC Assessment Director.*

*Sample table (Data Sheet Column Q)*

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| --- | --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **Program Learning Outcomes Assessment Plan & Report(s)** |
|  |  |  | Please add link |
|  |  |  | Please add link |
|  |  |  | Please add link |

Describe how the Faculty work collaboratively in assessment planning, implementation, the interpretation of outcomes data to draw upon multiple measures of student performance and determine a plan of action to improve student success in the program.

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1. **Completions/awards conferred.** Completion of a certificate and/or degree is a primary indicator of student success. The Awards by Title report provides up to 9 years of award completion data for certificates and/or degrees included in the program review. The table below also includes any potential graduates currently identified on the “Grad Farming” dashboard. Data can be found on the [Awards by Title dashboard](https://dashboards.maricopa.edu/#/views/MaricopaTrends-Awards/AwardDetailTrend/5c91ba7c-0a7c-4020-9a80-38bd52d6b993/MCC?:iid=1) and on the [“Grad Farming” dashboard](https://dashboards.maricopa.edu/#/views/MCCGradFarming/TotalAwards?:iid=3).

*Sample table (Data Sheet Columns C-E, R-S)*

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| --- | --- | --- | --- | --- |
| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **Award Trends Dashboard Report** *(merge)* | **# Students identified on “Grad Farming” Report** |
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|  |  |  | Linked |  |
|  |  |  | Linked |  |

1. **Credits attempted, credits completed, and GPA.** The average (1) # of credits attempted, (2) # of credits earned, and (3) GPA of students who have declared their major in certificates and/or degrees is an indicator of student success.

*Sample table (Data Sheet Columns C-E, U-Y)*

*Disclaimer: Cumulative data includes all MCC credit hours; the cumulative data is not limited by academic plan.*

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| **Award type**  CCL, AAS, AA, AS, etc | **Award title** | **Academic**  **plan**  **code** | **Avg Credits Attempted** | **Avg Credits Completed** | **Credits Attempted to Credits Completed Ratio** | **Avg GPA** | **Total Students** |
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1. **Dual and/or concurrent enrollment.** Describe any efforts to support dual enrollment partnerships and/or concurrent enrollment in the Program.

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1. **Course retention, persistence, progression.** Describe how the Faculty work collaboratively to support course-level retention, student persistence to complete academic goals, and student progression to complete a term-by-term sequence of courses (if applicable). This may include Faculty efforts to use Dropout Detective and/or [submitting referrals to the Care Team](https://www.mesacc.edu/employees/student-affairs/submit-referral) for academic or social wellness support.

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1. **Articulation/transfer agreements.** List any articulation and/or transfer agreements which apply to certificates and/or degrees associated with this program review. These are written agreements recognizing credit equivalency for industry certifications, corporate training, or transferability with other post-secondary institutions or third-party agencies to allow for transfer of credit into or out of our Programs.

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| **Agreement Name/Description** | **Type of agreement**  **(PLA, 90/30. articulation, etc)** |
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1. **Licensing and certification.** List any industry certifications and/or licenses which students may earn or be prepared for which are related to the certificates and/or degrees associated with this program review.

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1. **Graduate follow-up and employment trends.** Describe how the Faculty work collaboratively with Career Services, the Program Advisory Committee, and provide direct outreach (post-graduation surveys and/or employment verification) to learn about career success and/or education advancement of graduates.

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| Section 4. Resource Use |

1. **Course fees.** List current course fees for the primary course prefix(es) for the certificates and/or degrees included for which the Faculty conducting the review are qualified to teach. *Insert rows as needed.*

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| **Course #** | **Course title** | **Course fee amount** | **Description of use** |
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1. **Equipment.** List major equipment replacement costs for the Program. *Insert rows as needed.*

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| --- | --- | --- | --- |
| **Item description** | **Tag #** | **Estimated cost** | **Estimated year to be replaced** |
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1. **Maintenance.** List recurring maintenance costs for the Program that are not included in course fees. These may include accreditation fees, program-specific software licensing, regular equipment servicing, etc. *Insert rows as needed.*

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| **Description** | **Estimated cost** | **Frequency** |
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1. **Facilities.** Discuss the physical location of instructional areas typically used by the Program. List the campus(es), buildings, and rooms associated with courses taught in this Program.

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Describe any special or mandated requirements concerning space, student-to-equipment ratios, student-to-instructor ratios, or IT needs which may create limits on course capacities. This is an opportunity to provide rationale for any courses which may appear to have low course capacity.

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1. **Personnel.** Discuss staffing/personnel trends and needs to support the program. Consider the number of residential/OYO/OSO/adjunct faculty, ratio of residential/adjunct load hours, staffing requests submitted, staffing levels related to student enrollment trends, etc.

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1. **Donations and grants.** Describe any significant donations or grants that the Program received since the last program review (previous 5 years).

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| Section 5. Community Partnerships |

1. **Partnerships.** List key partnerships which provide support for the Program and/or its students.

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1. **Advisory board.** Describe the membership, frequency of meetings, and any recent challenges or opportunities identified for the Program by the advisory board which are pending action or resolution.

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| Section 6. Opportunity Analysis and Action Plan |

**Strengths/Successes.** Discuss and list high-level strengths and successes of the Program. This should not include a detailed analysis of outcomes measures, as that is captured above. This section is a great place to list qualitative accomplishments that might not appear in the data trends above (e.g. staff receiving national recognition, program receiving awards, students receiving scholarships/awards, etc).

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**Weaknesses/Threats/Risks.** What weaknesses and threats (internal and external) exist related to this Program, and what risks might these weaknesses pose to the Program, department, college or district? Refer to [MCCCD Maricopa Integrated Risk Assessment (MIRA)](https://district.maricopa.edu/regulations/admin-regs/section-4/4-16) for policy related information.

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**Opportunities/Aspirations.** What opportunities can be created by leveraging the Program strengths and/or addressing program weaknesses as discussed above? What aspirations does the Program have for the next 3-5 years?

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**Program Goals and Action Plan.** The goal and action plan listed here will inform annual department planning as the Program works to implement strategies and actions aimed at achieving its goal. Developing a **Program Goal** that aligns with both the college’s strategic plan and the Program’s future success. Alignment with college goals is vital. In order for the college to reach its goals, all Programs must work together towards the same shared goals. Remember that goals should be SMART: Specific, measurable, actionable, relevant, and time-bound.

**Program Goal #1**. Based on the information above, enter your goal statement.

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**Alignment**. Discuss how the Program Goal supports the college [mission, vision, and values](https://www.mesacc.edu/about/mission-vision-values-learning-outcomes) and/or [strategic plan](https://www.mesacc.edu/about/strategic-plan).

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**Leading Measure(s).** How will you know if the Program is on track to reach the goal? Think about measurements that the Program can assess more frequently, such as weekly or monthly. For example, if the goal is to improve student retention, a leading measure may be to frequently assess the number of “high risk” students in Dropout Detection. Enter leading measure(s) related to the Program Goal.

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**Top Strategies/Plan of Action**: What specific strategies will the Program personnel use to reach this goal? For example, regular student outreach to “high risk” students to share available resources and encourage student use of Faculty office hours and/or tutoring may improve student retention. List the strategies and or plan of action the Program will use to support the Program Goal.

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**Additional Program Goals.** For additional Program Goals, please copy and paste the information above for each additional goal.

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| Reviewer 1 (Department Chair) |

Reviewer Name:

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Date Reviewed:

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Comments and Recommendations

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| Reviewer 2 (Dean of Instruction) |

Reviewer Name:

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Date Reviewed:

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Comments and Recommendations

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| External Review |

Programs are encouraged to share their Program Review report with additional external reviewers (advisory committee members, program directors of similar programs and/or at sister colleges, etc) for additional feedback.