

ACADEMIC PROGRAM REVIEW TEMPLATE



Program Name: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Department Chair: [Click here to enter text.](#)

Program Director: [Click here to enter text.](#)

OVERVIEW OF THE PROGRAM/DISCIPLINE REVIEW

THE MISSION

Jackson College is an institution of higher education whose mission is “Together we inspire and transform lives.” In fulfilling its mission, Jackson College provides learning opportunities and services which:

- Enable learners to transfer college credit and successfully pursue their education at other institutions.
- Enable learners to become employed and advance in a variety of occupations.
- Enable learners to participate successfully in general, occupational or transfer disciplines.
- Enable learners to become or remain productive employees.
- Assist learners in identifying and reaching their educational goals.
- Support the economic development of individuals and the community.
- Enrich cultural, vocational and other intellectual interests of individuals and the community.

PHILOSOPHY

As an institution accredited by the Higher Learning Commission that strives for continuous quality improvement (CQI), JC uses regularly scheduled program/discipline review as a tool to assess programs and disciplines in terms of relevance, effectiveness and meeting stakeholder needs.

PURPOSE OF THE REVIEW

To determine that a program meets the current and future needs of students and external stakeholders, and that it has academic integrity, the findings are used for:

- Program planning
- Decision-making for improvement
- Revision of program goals
- Resource allocation and budget requests
- Reporting program progress and results to appropriate audiences

EVERY PROGRAM SHOULD HAVE GOALS ALIGNED WITH

- the mission and strategic agenda of the College
- the goals of the department in which it resides
- the APRPs of the faculty in the program/discipline.

STRUCTURE

This template combines requirements for PROE and program reviews. Each program has a review scheduled every five years. The program review timetable is posted on the Deans’ web page. (Note: A related but separate template is available for discipline reviews.)

TIMEFRAME

Programs will participate in a preparation workshop during faculty learning days in August of each year. Reviews will be presented at Academic Council during the winter term.

GATHERING INFORMATION

- Collect and review data that document specific aspects of the program.
- Data may be quantitative or qualitative, direct or indirect, may include performance indicators such as billing contact hours and may take the form of surveys. Certain elements must be quantitative.
- A focus group consisting of stakeholders must be held and should be beyond the program's normal advisory board
- It is best to use multiple sources of evidence.

PROCEDURE

PRE-PLANNING

- All Course Reviews should be brought up-to-date in the months leading up to the start of Program Review
- Attend Program Review training workshop during Faculty Learning Days in August.
- Establish timeframes for completion of each step in the review.
- Contact Dean's Secretary to pre-set appointments with the dean for milestone checkpoints

THE PROGRAM REVIEW

- Identify what data are needed and request those not already provided from sources.
- Submit all courses for review that have not been reviewed in the last five years to the Curriculum Committee.
- Meet regularly to analyze data, address problems, and confirm progress.
- Build in milestone checkpoints with supervising dean.
- Solicit guidance and assistance from deans.
- Complete review with proposed Action Projects prior to deadline.

PRESENTATION OF REPORT

- Forward Program Review Report to Supervising Dean and VP for Instruction (due at least two weeks prior to presentation to the Deans).
- Present Program Review during meeting with Deans and other relevant parties.
- Finalize Action Projects and revise any other portions of the Review as identified in the above meeting
- Program Director forwards finalized Program Review to Academic Council one week prior to presentation to AC. Executive Summary and Action Plans presented at Academic Council.
- After review by Academic Council, VP for Instruction forwards Executive Summary and Action Projects with budgetary implications (i.e., equipment, staff) to Leadership Council for consideration.
- Celebrate completion of Program Review.

- Program Review is posted on the Deans' web site.
- Submit Action Plan updates to Academic Council each year.

SECTION 1: LEADERSHIP

- A. What are the current goals for your program and how do these connect to the current Strategic Agenda?
Link to current Strategic Agenda below:
<https://www.jccmi.edu/wp-content/uploads/Strategic-Agenda-FY-2021.pdf>
- B. How does your program ensure equity and inclusion? Provide examples and results.

SECTION 2: CURRICULUM & STUDENT LEARNING

- A. Guided Pathways
1. Are programs fully mapped and aligned with further education and career readiness? Explain.
 2. Are critical courses and other milestones clearly identified on program maps? Explain.
 3. Discuss how your individual program map supports student success, retention, and completion.
 - a. What percent of your students took a core course in the first semester over the last 5 years?
 - b. Do the students follow the program map?
 - i. Discuss how you ensure they do or why you believe they are not.
 - ii. Discuss your plan to support improvement if needed.
- B. Curriculum Matrix
- a. Complete your program's Curriculum Matrix using template linked below:
 - i. <https://www.jccmi.edu/wp-content/uploads/Curriculum-Matrix-Template-and-Instructions.xlsx>
 - b. Be sure to list program competencies in matrix.
 - c. Identify assessment of learning for each course.
- C. Assessment of Student Learning
- a. What are the benchmarks for student learning in each course (include in matrix)
 - b. What are the outcomes of those student learning benchmarks over last 5 years?
 - c. Identify and discuss needed areas of improvement and action plan.
 - d. Provide evidence of student learning across assessments.
- D. What Contextual GEOs have been assessed since the last Program Review and what findings/improvements have you made as a result of those assessments?
- E. Discuss strategies used to ensure consistency across curriculum (i.e., textbooks, master shell, syllabi, exams, adjunct coordination, etc.)
- F. Review all prerequisites for courses within your program. Sequential courses **should not** be included (e.g. ACC 232 having a pre-req of ACC 231, etc.)
- a. What evidence is there that non-sequential pre-requisite courses are necessary?
 - b. What other supports may be put into place to assist students to be successful without a pre-req?
- G. Across the courses in your program, examine and disaggregate success data, including withdrawals and pass rates, for the following modes of learning:
- a. All modes
 - b. 15-week face-to-face courses
 - c. 15-week hybrid courses

- d. 15-week online courses
 - e. 7-week face-to-face courses
 - f. 7-week hybrid courses
 - g. 7-week online courses
- H. What courses are currently being developed as CBE and which ones already exist as CBE? What is your plan to be fully CBE-ready by Fall 2020?
- I. Course Review Chart

COURSE REVIEWS: BECAUSE MOST OF THE ANALYSIS OF INDIVIDUAL COURSES TAKES PLACE IN THE CURRICULUM COMMITTEE'S COURSE REVIEW PROCESS, IT IS NOT NECESSARY TO DUPLICATE THAT WORK. THE CURRICULUM COMMITTEE MUST HAVE REVIEWED ALL COURSES IN THIS PROGRAM WITHIN THE LAST FIVE YEARS.

List below each course in the program with the date of the last course review:

Course	Date of Most Recent Course Review

SECTION 3: SUSTAINABILITY

- A. Compare the curriculum of this program with that of at least three other comparable community colleges, including one you find exemplary. Compare required cut-scores, placements, prerequisites, number of credits, and overall program cost for students. Explain why you chose the institutions you chose. If you notice anomalies or differences in the programs at the comparative institutions, please cite and explain.
- B. Provide evidence of the current state of relevance and competitiveness and/or alignment with transfer institutions.

Complete the transfer equivalence table below for each course within the program:

Institution	Equivalent?	General Credit?	Unknown
SHU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WSU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WMU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GVSU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C. What articulation agreements exist for your program? Verify thru MiTransfer through the following link: https://www.mittransfer.org/equiv_search_by_transferring.cfm?filter_transferInstID=&search_subject=&search_course=&filter_acceptInstID=
- D. Discuss the results of the program vitality reports. What are your big takeaways?
- E. How do you engage with advisory board members?
- How are members recruited? How often are new members engaged?
 - How are they included in decision-making processes?
 - How are advisory boards evaluated in terms of the value they provide the program?
- F. Budget: List any current or new needs anticipated in the next five years for major equipment, technology, and supplies used by courses in the program.

Course	Equipment/Major Annual Supply Outlays	Campus/Center Location

SECTION 4: WORKFORCE

- B. Describe the current staffing in your program as it relates to the program vitality report.
 - a. What is the current number of full-time and adjunct faculty in the program and what are the percentages of these in terms of BCH?
 - b. Based on the above data, what needs do you anticipate in the future for staffing?
- C. How do you mentor and engage new full-time faculty within the program?
- D. How do you build a qualified adjunct pool? Discuss any known barriers and solutions to those barriers.
- E. How do you build, mentor, and engage new adjunct faculty within the program?
- F. Give examples of faculty professional development activities that have strengthened the delivery of your program.
- G. Describe any services that members of this program provide (i.e., hosting events like MFG Day or HealthWise, career days at K-12 partners' sites, etc.)

SECTION 5: PERKINS PERFORMANCE INDICATORS

PART I. SUMMARY REPORT FORMAT

The following data and comments are recorded to summarize the results of the college Self-Study Evaluation. Refer to the Dictionary of Community College Terminology for definitions. Enter data for the most current three years.

A. PROGRAM ENROLLMENT

Year	Unduplicated Headcount	Student Credit Hours For Specialty Courses	Student Contact Hours
Last Year			
Two years Prior			
Three years Prior			

B. PROGRAM GRADUATES & PLACEMENT DATA

Year	# of Awards Conferred	# Students That Received at Least One Award	# Employed	# Continuing Education	3 Entering Military
Last Year					
Two years Prior					
Three years Prior					

Core Indicator (Perkins V)	Previous Year's Performance Levels		
	State Performance Level Expected	College	Program
<i>1P1: Postsecondary Retention and Placement: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</i>			
<i>2P1: Earned Recognized Postsecondary Credential: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</i>			
<i>3P1: Non-traditional Program Enrollment: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</i>			

(pre-populated by Institutional Research)

SECTION 6: EXECUTIVE SUMMARY AND ACTION PROJECT

- A. Based on the data and your section summaries and analyses of observations, provide an Executive Summary/overview of the program/discipline. (A SWOT analysis that details the program's Strengths, Weaknesses, Opportunities, and Threats may be included but is not required.)
- B. Based on the data and the Executive Summary, create an action project for program/discipline improvement.
 - Limit action projects to three significant items.
 - Link action projects to the mission, vision and goals for the program/discipline.
 - Set reasonable time frames and deadlines. Consider short term projects (1-3 years) as well as longer term projects (3-5 years).
 - Be as specific as possible about who does what.
 - Include clearly defined methods of measuring progress.

FORMAT FOR ACTION PROJECTS

- **Program Name:**
- **Date of Report to Academic Council:**
- **Top three Action Projects:**
- **Activities/Steps for each plan:**
- **Projected Impact on Other Areas of the College/Community:**
- **Projected Time Line:**

- **Person(s) Responsible:**
- **Resources Needed:**
- **Additional Comments:**

Include comments on goals and objectives, timelines and resources. Include actions required to increase low performance in any of the Core Indicators.

E-1. SUMMARY OF EVALUATION PERCEPTIONS BY ADMINISTRATORS AND FACULTY

Number of Administrators and Faculty Participating: Click here to enter text.

Comments:

Click here to enter text.

Recommendations:

Click here to enter text.

Source: PROE Survey ~ Office of Occupational Education

E-2. SUMMARY OF EVALUATION PERCEPTIONS BY STUDENTS

Number of Students Participating: Click here to enter text.

Comments:

Click here to enter text.

Recommendations:

Click here to enter text.

Source: PROE Survey ~ Office of Occupational Education

E-3. SUMMARY OF EVALUATION PERCEPTIONS BY ADVISORY COMMITTEE MEMBERS

Number of Advisory Committee Members Participating: Click here to enter text.

Comments:

Click here to enter text.

Recommendations:

Click here to enter text.

Source: PROE Survey ~ Office of Occupational Education