

NORTHEAST TEXAS COMMUNITY COLLEGE
Instructional Program Review Template
Review Year 2019-2020

Part One: Overall Program Review

Discipline	
Date Submitted	

Academic Workforce Health Science Other If other, list:

Participants in Self-Study	
Division Chair/Dean/ VP	

Program Description

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Program Purpose/Mission Statement

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Examples of data that should be used throughout the self-study (particularly in analysis of program strengths and weaknesses):

- Program Snapshots
- Student Profile reports
- Online Course Evaluation Program Aggregate Data and College-wide Data
- Grade Distribution reports
- CCSSE or SENSE Data Reports
- Student Learning Outcome Assessments
- Program Level Outcome Assessments
- College KPI Dashboard

Program Strengths – Provide a balanced and meaningful analysis of the strengths of your program using both quantitative and qualitative data/evidence to support your findings. *(see assessment rubric - line 1)*

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Program Weaknesses/Challenges – Provide a balanced and meaningful analysis of the weaknesses and challenges of your program using both quantitative and qualitative data/evidence to support your findings. ALL items listed here should be included in the Action Plan at the end of the review. *(see assessment rubric – line 1)*

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FACULTY (FULL-TIME) (see assessment rubric – line 2)

Full-Time Faculty Information for Previous Academic Year

Faculty Name	Year Hired	Highest Degree	Load/Overload Fall	Load/Overload Spring	Meets SACS Reqs?	Current Committees

Provide a thorough and well-supported analysis of both the **quality and sufficiency** of full-time faculty to meet the needs of the program. (Use Program Snapshot and other data to support your analysis)

Please list administrative duties performed by program faculty (including additional titles of program faculty i.e., director, coordinator, etc.)

List significant professional development activities completed by full-time faculty over the past five years. (Information to be compiled from past five years of completed faculty self-evaluation forms on file in the office of the Vice President of Instruction.) List ways in which skills, techniques, values, and knowledge from professional development experiences have been used for program improvement.

Are professional development activities funded by the college adequate to meet the needs of faculty in your program? Yes No Please provide additional information.

List significant awards/achievements earned by program faculty:

Are all full-time program faculty in compliance with HB2504 (current course syllabi and curriculum vita linked to all assigned courses on the college website and up-to-date faculty web pages) Yes No If not, provide a list of faculty that are out of compliance.

FACULTY (PART-TIME) (see assessment rubric – line 2)

Adjunct Faculty Employed for Previous Academic Year

Faculty Name	Discipline	Highest Degree	# courses-Fall	# courses-Spring	Meets SACS Reqs

Provide a thorough and well-supported analysis of both the **quality and sufficiency** of part-time faculty to meet the needs of the program. (Use Program Snapshot and other data to support your analysis)

List professional development activities made available for program part-time faculty over the past five years.

Are all part-time program faculty in compliance with HB2504 (current course syllabi and curriculum vita linked to all assigned courses on the college website and up-to-date faculty web pages) Yes No If not, provide a list of faculty that are out of compliance.

DEGREES/CERTIFICATES AVAILABLE IN THE PROGRAM (Current Academic Year)

Degrees & Certificates listed in the Latest Catalog	Is the Degree Plan in the Catalog Up-to-Date?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
(add rows as needed)	Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT/FACULTY OUTREACH

Describe and analyze enrollment trends and recruitment efforts used to attract new students to your program over the past five years. Include examples of marketing publications, advertisements, brochures, websites, high school campus visits, other recruiting events, etc.

(see assessment rubric – line 3)

List any outstanding achievements or awards earned by students related to your program:

What courses or opportunities exist within the program for learning outside the classroom (field trips, travel, etc.)? Describe courses or opportunities:

List other ways that faculty and students in your program are involved in the community.

PARTNERSHIPS AND COLLABORATIONS

Describe any formal/informal partnerships or collaborations with the following: NTCC departments/disciplines, other community colleges, public schools, universities, grant agencies, private industry, etc. as appropriate to your discipline. (*see assessment rubric – line 4*)

OUTCOMES ASSESSMENT: (To be updated/evaluated annually)

Course Level Outcomes (*see assessment rubric – line 5*)

Are Common Course Level Student Learning Outcomes (SLOs) 1) clearly defined for every course in your program, 2) used by all faculty, and 3) clearly listed in each course syllabus? Yes No Please provide additional information.

Are all courses undergoing annual SLO assessment? Yes No Please provide additional information.

Have you included copies of Course Level SLOs including annual assessment results for every course taught in the previous academic year? Yes No Please provide additional information.

How has assessment of Course Level SLOs led to improvements in student learning? (Give specific examples)

How have annual grade distribution reports, course evaluation results, Annual Program Snapshots and other relevant data (provided for this study or maintained by your program) been used to improve academic quality and student success? (Give specific examples)

Are facilities and resources adequate to meet SLOs at the course level? Yes No Please provide additional information.

Describe other processes and procedures used by your program to maintain academic standards and achieve consistency within the department. (Give specific examples where possible)

Program Level Outcomes (*see assessment rubric – line 6*)

Have Program Level Outcomes been developed for your Program? Yes No Please provide additional information.

Are they being annually assessed? Yes No Please provide additional information.

Have you included copies of Program Level Outcomes and annual assessment results? Yes
No Please provide additional information.

Describe and analyze the results of your annual Program Level Outcome plan.

Core Curriculum (if applicable to your program)

Have the relevant Core Curriculum learning outcomes been incorporated into all course syllabi?
Yes No NA Please provide additional information.

How have you modified your curriculum to assure that the Core Curriculum learning outcomes are being addressed?

Discuss improvements to student learning in areas covered by the Core Curriculum.

TEXTBOOKS/INSTRUCTIONAL RESOURCES

Are required texts or instructional resources reviewed periodically for your program?	Are texts or instructional resources current?	Does your department have a textbook selection policy in place?	Are texts or instructional resources selected as a department or by individual faculty?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

If you answered no in any of the boxes above, please explain

Are there any other instructional resource issues in your program? If yes, please explain

INSTRUCTIONAL DELIVERY MODES AND LOCATIONS (*see assessment rubric – line 7*)

Provide a thorough and well-supported analysis of all instructional delivery modes and locations in your program (i.e., face-to-face, hybrid, online, dual credit, off-campus sites, etc.)

Has consideration been given to expanding the above modes and locations as appropriate to your program? Please explain.

TECHNOLOGY (*see assessment rubric – line 8*)

Provide a thorough and well-supported analysis of the use of technology appropriate to your program. (Keep in mind that “technology” is much broader in scope than only electronic resources in many/most programs)

Define specific technology needs you have identified (if any) to enhance your program that are not currently available.

EXECUTIVE SUMMARY: Write a brief summary of the findings of your review and include any recommendations for program improvement.

ACTION PLAN: Develop a meaningful and thorough action plan with realistic timelines addressing strategies for improving your program based on the findings of this review (*incorporate all deficiencies identified throughout this self-study, including those in the program weaknesses/challenges section*). (*see assessment rubric – line 10*)

Improvement Activity	Target Completion Date
<i>(Add rows as needed)</i>	

VISION: Describe your program’s vision for the next five years:

FEEDBACK

How useful was Program Review in helping you better understand the condition and needs of your program? Did you learn anything you did not already know?

Did the template design meet your needs to report relevant data? Would you add or eliminate anything?

Was the established timeline sufficient for preparation, data collection, and evaluation of your program?