



Academic Program Review: Year 3 Report

Quality Improvement Project Report

Program/Department Name:

Degree/Certificate(s) Covered in Review:

APR Team Leader & Team Members:

Reviewed and Approved by the Division Dean (sign & date)

Submitted By:

Submission Date:

APR Committee Feedback Provided to Program (sign & date)

1. Updated Analysis of Program Review Data (provided by IR in year 2).

From the updated data metrics provided for the five focal areas (listed below), discuss emerging trends, trend updates, and points of interest documented following the year one report.

- Five Focal Areas
 1. Program Demand
 2. Student Success
 3. Employability/Transferability
 4. Program Resources
 5. Program Curriculum
- Include relevant tables/graphs to support your narrative.

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2. Quality Improvement Project

1. Copy information from your year one report submission into the table below (A – D).
2. Referring to the project goals and timeline of action steps from year 1, provide a data-informed discussion of project progress, goals met, and project outcomes. Support the discussion with data visualizations as appropriate (E).
3. State the project's impact on program improvement and how this impact has been (or will be) evaluated for increased student success (F).

If your QIP focus has changed since submitting the year one report, briefly explain the reason for changing the QIP, and provide the new focal area of the QIP, describe the new project, state project goals and provide action steps (A-D), and complete sections E-G.

YEAR 3 Quality Improvement Project
A. Focal Area of QIP:
B. Summary Description of Project:
C. Project Goals:
D. Action Steps (with timeline):
E. Provide a data-informed discussion of project progress, goals met/not met, and project outcomes. Support the discussion with data visualizations as appropriate.

F. Provide an evaluation of the project's impact on program improvement. Include action steps taken for implementing the improvements, and how this impact has been (or will be) evaluated for success.