



Academic Program Review: Year 4

Comprehensive Academic Program Review 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)

Section 1: Executive Summary

Provide a 1-page executive summary of years 1-4 of the APR cycle to include:

- a. The most significant data trends
- b. The most relevant findings from the year-1 SWOT analysis
- c. The focus of and implementation outcomes from the quality improvement projects (QIP year-2 and QIP year-3).
- d. State how the outcomes of the quality improvement projects have contributed to continuous program improvement

Section 2: Program Review Team Members

List program review team members and their roles in the program review process

Section 3: Year 4 Data Analysis – Program Review data provided by IR in year 4

- a. For year 4 of the APR cycle, provide an updated analysis of the five focal areas: 1) Program Demand, 2) Student Success, 3) Employability/Transferability, 4) Program Resources, and 5) Program Curriculum.
- b. From the updated data metrics provided, discuss emerging trends, trend updates, and/or validation for trends and points of interest documented in previous reports. Include relevant tables/graphs to support your narrative.
- c. Include a budget request proposal for any resources needed.

Section 4: Quality Improvement Projects

For each QIP (completed in years 2 and 3), state the focal area and provide a summary description of the project, including goals met/not met, evaluation methods, implementation outcomes achieved, and the measurable impact of the project on the QIP focal area. Discuss how the QIP has contributed to continuous program improvement. Include data visualizations to support the narrative as appropriate.

QIP 1:

Focal Area	
Summary Description	
Goals (met/not met)	
Evaluation Methods	
Implementation Outcomes	
Impact of the project on the QIP focal area	
How has the QIP contributed to continuous program improvement. Include data visualizations to support the narrative.	

QIP 2:

Focal Area	
Summary Description	
Goals (met/not met)	
Evaluation Methods	
Implementation Outcomes	
Impact of the project on the QIP focal area	
How has the QIP contributed to continuous program improvement. Include data visualizations to support the narrative.	

Section 5: Program Quality – Teaching and Learning

1. Student Learning Outcomes Assessment (SLOA) is conducted independently of APR.

However, assessment of the program’s learning outcomes must be integrated into APR to ensure ongoing program improvement. The SLOA process includes reviewing the curriculum, aligning courses with program-level learning outcomes, implementing a learning outcomes assessment plan, and assessing students’ proficiency with program-level learning outcomes.

Informed by the most recently completed SLOA annual report, provide a summary narrative to include:

- a. student achievement of the program-level learning outcomes
- b. student performance (proficiency target data)
- c. action steps, with a timeline, for student learning improvement
- d. initiatives to be implemented to support student success, informed by student data and identified program needs.

Support your narrative with charts/graphs as appropriate.

2. Program Quality: Teaching (*to be completed by the division dean*)

- a. Provide a table of current faculty, credentials, and teaching load for the most recently completed academic year.
- b. Faculty numbers & ratio FT: PT.
- c. Summarize the effectiveness of teaching activities by faculty in this program. Use Student Course Surveys, peer reviews, and observations of teaching, and complete and include the Rubric for Evaluating Teaching Quality (Appendix 1 APR Handbook). Include other sources of data that address teaching effectiveness as available (and relevant).
- d. Recommended professional development opportunities for faculty to support teaching and assessment practices

3. Program Quality: Learning (to be completed *with* your dean)

- a. Explain how the curriculum reflects the mission of the academic program.
- b. Review the catalog description, PLLOs, and CLLOs for relevance and currency. State if updates have been made within the last five years. If not, state the plan for review.
- c. Is the breadth and depth of coursework appropriate for the program, course, and degree level?
- d. Does the progression and scheduling of courses fit the program and student needs?
Are there plans to change courses or course sequencing?
- e. Are pre- and co-requisites accurate and appropriate?
- f. Does the degree map accurately reflect the program?
- g. Discuss any challenges with course availability in your program and other programs your students need.
- h. Verify that course syllabi contain all relevant information from the College syllabus checklist or template and that multiple sections (and teaching modalities) of the same course have the same learning outcomes.
- i. Describe active-learning strategies used within the degree program, including regular and substantive interaction in the online classroom, internships, practica, capstone projects, work experience, co-curricular activities etc.
- j. If an external accrediting body prescribes the curriculum, name the accrediting body, briefly summarize the outcome of the most recent accreditation, or include the letter from the accrediting body (as appendices) and indicate the date of the next review.
- k. Provide a timeline for all curriculum changes requiring approval through the curriculum process.