



Handbook for

ACADEMIC PROGRAM REVIEW

2026

Table of Contents

Higher Learning Commission Criteria	2
Review Processes at Cochise College.....	3
Academic Program Review: Purpose and Process.....	4
Academic Program Review Data.....	12
Academic Program Review Reporting Requirements.....	14
Guidance for Quality Improvement Project Focus Areas	18
Acronyms	22
Appendix 1: Livable Wage Data - 2025	23
Appendix 2: Year One Reporting Template	24
Appendix 3: Year Two (and Three) Reporting Template	28
Appendix 4: Year Four Reporting Template.....	31
Appendix 5: Criteria for Evaluating Teaching Quality	36

Higher Learning Commission Criteria

The Higher Learning Commission requires institutions to meet quality standards using four criteria. This document provides guidelines and processes for Cochise College's Academic Program Review; each criterion is listed below. The complete list of revised criteria is published at:

<https://www.hlcommission.org/accreditation/policies/criteria/>

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Criterion 2: Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Criterion 3: Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission through procedures designed to promote continuous improvement and student success. The rigor and quality of each educational program is consistent regardless of modality, location, or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

3.E. Assessment of Student Learning

The institution improves the quality of its educational programs based on its assessment of student learning.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Criterion 4: Sustainability: Institutional Effectiveness, Resources, and Planning

The institution's resources, structures, policies, procedures, and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A. Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

4.B. Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

4.C. Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Review Processes at Cochise College

1. Higher Learning Commission (HLC) Institutional Accreditation

HLC institutional accreditation evaluates whether Cochise College meets HLC standards and is meeting its mission. HLC expects that every institution will maintain a framework for continuously assuring and enhancing quality; academic program review and assessment of student learning outcomes are the primary components of this framework.

2. Specialized Program Accreditation and State Licensure

External agencies conduct specialized accreditation reviews to certify the professional quality of a particular program. Specialized accreditors evaluate whether or not a program meets the standards set by the disciplinary or professional body or state licensing agency.

Programs holding specialized accreditation or state licensure are encouraged to coordinate these processes to avoid duplication of labor and resources. Specialized accreditation documents can often be used instead of internal program review documents. However, when the specialized accreditation review does not include an assessment of student learning outcomes, the program

will need to participate in the Student Learning Outcome Assessment reporting processes in addition to their specialized accreditation processes.

3. Academic Program Review (Internal to Cochise College)

Internal academic program review evaluates degree and certificate programs. Program reviews are required per HLC standards and must include 1) assessment of student learning outcomes and 2) use of program review results for continuous program improvement. Program reviews must demonstrate that institutional goals, mission, and values are reflected within programs and that programs are contributing to the greater good of the institution and community.

Academic Program Review: Purpose and Process

Purpose

Academic Program Review (APR) is a required element of the accreditation process governed by the Higher Learning Commission (HLC), as specified by Criteria 3.F., where each institution is expected to have an ongoing program quality assurance and improvement system. The effectiveness of APR rests on established, sustainable processes to ensure programs remain current, maintain high-quality standards, support successful student outcomes, and effectively achieve their objectives. Within institutional procedures at Cochise College, APR holds a central role in ensuring the quality of programs and fostering an ongoing progression of program excellence.

Process

Academic program review follows a 4-year cycle, combining self-evaluation, evaluation by the Program Review Committee, and review by executive leadership. Additionally, APR serves as a means to foster accountability and transparency within the institution's operations.

All academic departments and occupational programs will be reviewed comprehensively once every four years. In year one of the APR cycle, programs will complete a SWOT analysis and conduct preliminary data analyses of the five focal areas of program review: 1. Program Demand, 2. Student Success, 3. Employability/Transferability, 4. Program Resources, and 5. Program Curriculum. Together, these analyses provide the framework and guidance for designing the quality improvement projects that are to be conducted and evaluated in years two and three of the APR cycle. Templates will be provided for annual reporting. In year four, a comprehensive report documents data-informed analyses of the five focal areas of program review, quality improvement projects, program quality (teaching and learning), and the most recent Student Learning Outcomes Assessment report. Programs will also discuss the impact of the quality improvement projects (QIPs) and how they have contributed to continuous program improvement.

Each academic department and occupational program will form a Review Team. Ideally, the team should be composed of administration (the Academic Dean is a member of all program review teams), faculty (both full and part-time), and staff members in the department/program being reviewed. The review team will designate a leader who coordinates annual APR activities and ensures the team adheres to APR expectations and deadlines. Review Team members must actively participate in the APR process, employing quantitative and qualitative data analysis when completing APR reporting requirements.

RESPONSIBILITIES OF APR TEAM LEADER

1. Coordinate activities and interactions within the Review Team, which includes the academic dean, and inform program/department members about program data and APR.
2. Communicate questions about the APR process and/or request additional data from Academic Affairs.
3. Adhere to APR deadlines, oversee submission of APR annual reports, and be the contact person for receiving feedback and updates from the APR committee.
4. Coordinate revision(s) and resubmit updated versions of APR reports as necessary.

APR Cycle

The APR cycle begins in Spring, with program data sets provided to Division Deans by the Office of Institutional Research in January of each year. Annual reports are submitted to the Program Review Committee (Table 1) no later than April 30th. After submissions, the committee reviews the reports and offers feedback to program representatives for discussion and any necessary action. The final annual report must be submitted by October 15th. The Chief Academic Officer will review all finalized reports and present them to the Administrative Cabinet (AdCab) between November and December each year.

Table 2 provides a detailed timeline of tasks to be completed within the 4-year APR cycle. The starting points for each of the four cohorts to commence the APR cycle are provided in Table 3. For example, cohort 1 begins the APR cycle in Spring 2024, followed by cohort 2 in Spring 2025, and subsequent cohorts accordingly. Table 4 summarizes APR tasks for each cohort.

Each stage of the review process will be tracked to ensure programs/departments adhere to the process, meet deadlines, and maintain accountability and transparency.

Table 1. Program Review Committee Members

Membership	Representative
Executive Director of Institutional Research, Acting Dean of Academic Affairs	Janelle Simpson
Interim Vice President for Academics, ALO	Sheena Brown
SLOA Chair	Eric Bailey
Associate Vice President of Student Services	Jacqline Allen
Assessment & Program Review Manager	Jessica Rzepecki
Instructional Designer	Wendy Ashby
Director of Marketing	Robyn Martin
Academic Dean	Quint Molina
Director of Student Recruitment	Frank Orona
Student Retention Manager	Lindsey Forbes
Faculty Representative	Kristy Ritter
Director of Advising	Timothy Fisher
Financial Aid	Karen Emmer
Testing	Heather Gijanto
Library	Alex Felton
Tutoring	Eric Steinmart

Table 2: Academic Program Review Process Timeline

Year	Month	Task
1	January	Institutional Research (IR) provides data sets to programs. Instructions for Academic Program Review are provided.
	February – April	<ul style="list-style-type: none"> • IR works with programs to review the data packets and program review documents. IR and Faculty Support provide professional development. • Review Teams will review and assess data, complete SWOT Analysis, and determine goals and QIPs. • Designated program representative submits Year 1 Report to the Program Review Committee by April 30th.
	May – August	Program Review Committee reviews the Year 1 Report.
	August – October	<ul style="list-style-type: none"> • Dr. Sheena Brown and Janelle Simpson meet with representatives from each program to review necessary revisions before submitting the final annual report. • Final year 1 Report submitted by October 15th.
	November - December	Year 1 Report reviewed by chief academic officer. Findings presented to AdCab.
2 and 3	January	IR updates data sets, including data from previous summer sessions.
	February – April	<ul style="list-style-type: none"> • Review Teams in each department/program analyze annual data and work on QIPs. • IR and Faculty Support provide professional development for review participants as needed. • Designated program representative submits Year (2 or 3) Report to the Program Review Committee by April 30th.
	May – August	Program Review Committee reviews the Year (2 or 3) Report.
	August - October	<ul style="list-style-type: none"> • Programs are provided committee feedback and representatives may elect to meet with Dr. Sheena Brown and Janelle Simpson to review necessary revisions. • Final year (2 or 3) report submitted October 15th.
	November - December	Year (2 or 3) Report reviewed by chief academic officer. Findings presented to AdCab.
4	January	Comprehensive Program Review information and updated data packets are provided to programs.
	February – April	<ul style="list-style-type: none"> • Review Team in each program completes the Comprehensive Review. • Designated program representative submits the Comprehensive Review Report to the Program Review Committee by April 30th.
	May – August	Program Review Committee reviews the Comprehensive Program Review Report.
	August – October	<ul style="list-style-type: none"> • Programs are provided committee feedback and representatives may elect to meet with Dr. Sheena Brown and Janelle Simpson to review necessary revisions. • Final Comprehensive Academic Program Review Report submitted by October 15th.
	November - December	Comprehensive Report reviewed by chief academic officer and presented to AdCab.

Table 3. Academic Program Review Schedule***Business, Career and Technical Education***

Program	Cohort	Course Prefixes	Awards
Agriculture	4	AGR	16-30C-CRSC, 16-30C-HCSC, AAS-AGRC, 16-30C-ASC, AAS-AGRA
Automotive	1	AUT	1-15C-ATCD, 1-15C-AUTF, 16-30C-ATC, AAS-ATC
AWS Cloud	3	CLD	1-15C-CDLF, 1-15C-CLDA
Business	2	BUS, ECN	16-30C-ENTC, 16-30C-TAXP, AAS-BMT, ABUS-BUSG, 16-30 DMB
Computer	3	CIS	AA-CSC, AAS-CIS, AAS-CPG/CPGP (Programming), AAS-CPG/GPGV (Virtual Developer)
Culinary	3	CUL	1-15C-CULF, 16-30C-CULA, 16-30C-CULB, 16-30C-CULS
Cybersecurity	3	CYB	AAS-CYB
Drafting	2	DFT	16-30C-CAD, 16-30C-GCAD
Engineering	2	EGR	AS-EGR
HVAC	1	BCT	16-30C-HVAC
Leadership, Management, & Operations	4		BAS-LMO
Network	4	NWT	16-30C-LSA, AAS-NWT
Professional Pilot Technology	2	PFT	AAS-PPT/PPTC, AAS-PPT/PPTF, AAS-PPT/PPTM
Residential Construction	1	BCT	31-44C-RCC, AAS-RCT
Virtual Reality	4	VRD	16-30C-VRD
Viticulture	4	VIT	16-30C-VIT
Welding	1	WLD	1-15C-WFGM, 1-15C-WLDF, 16-30C-AEWT, 16-30C-GWLD, 16-30C-WMS, 16-30C-WPF, 16-30C-WSM, AAS-WLD

First Responders

Program	Cohort	Course Prefixes	Awards
Administration of Justice	1	AJS	AA-AJS, 1-15C-COC
Fire Science	2	FST	16-30C-FST, AAS-FST
Law Enforcement	3	LEO	16-30C-LEOC, AAS-LEO

Liberal Arts

Program	Cohort	Course Prefixes	Awards
Standalone	2	ESL	
Standalone	4	CPD, RDG	
Digital Media Arts	2	DMA	AAS-DMA-DMA
Early Education	1	ECE	16-30C-ECEC, AA-ECE, AAS-ECE
Education	3	EDU	AAEE-EED, 16-30C-PARA
Fine Art	3	ART	AA-ARTF
Honors	4	HON	
Standalone	4	ASL, SPAN	
Liberal Studies – Communication, English, Humanities, Journalism, Philosophy	1	COM, ENG, HUM, JRN, PHI	AA-LBS/LBSC, AA-LBS/LBSE, AA-LBS/LBSH, AA-LBS/LBSJ, AA-LBS/LBSP
Music	3	MUS	AA-MUS
Theatre Arts	2	THE	AA-THE
General Studies	4	Varied	AGS-AGS

Math and Sciences

Program	Cohort	Course Prefixes	Awards
Biology	2	BIO	AS-BIO/BIOA, AS-BIO/BIOB, AS-BIO/BIOE, AS-BIO/BIOM
Chemistry	1	CHM	AS-CHM
Exercise	1	HPE	AA-HPES
Math	1	MAT	AS-MAT
Physics	3	AST, GLG, GEO	AS-PHY/PHYA, AS-PHY/PHYS, AS-PHYP
Social and Behavioral Science	2	ANT, HIS, POS, PSY, SOC	AA-SBS/SBPS, AA-SBS/SBSA, AA-SBS/SBSH, AA-SBS/SBSP, AA-SBS/SBSS

Nursing and Allied Health

Program	Cohort	Course Prefixes	Awards
Allied Health	3	FON, HLT	1-15C-CNA, 1-15C-EKGT, 1-15C-HHAC, 1-15C-PTTC, 16-30C-MBC, 16-30C-MEDA, AGS-AHS, AGS-AHS/ZPRN
Behavioral Health Sciences	3	BHS	1-15C-BHS, 16-30C-BHSA
Dental Assistant	3	HLT	16-30C-DENA
Emergency Medical Technician	1	EMT	1-15C-EMT
Paramedicine	1	PMD	45+C-PAR, AAS-PAR
Practical Nursing	2	NUR	31-44C-PN
Registered Nursing	2	NUR	AAS-NUR, AAS-NUR/NURA
RN to BSN	4		BAS-NUR

Workforce Development and Military Programs

Program	Cohort	Course Prefixes	Awards
CDL	2	CDL	1-15C CDL
Military - IOS	2	IOS	AAS-IOST
Military - Mist	4	MST	AAS-MIST
Military - UAV	3	AVT, UV0	AAS-UAVO, AAS-UAVT

Table 4: Academic Program Review – Cohort Timeline

	2024	2025	2026	2027	2028	2029	2030
Cohort 1	Complete APR Year 1 Process and Report	Complete APR Year 2 Process and Report	Complete APR Year 3 Process and Report	Complete APR Comprehensive Report	Repeat Cycle		
Cohort 2	IR Data Package	Complete APR Year 1 Process and Report	Complete APR Year 2 Process and Report	Complete APR Year 3 Process and Report	Complete APR Comprehensive Report	Repeat Cycle	
Cohort 3	IR Data Package	IR Data Package	Complete APR Year 1 Process and Report	Complete APR Year 2 Process and Report	Complete APR Year 3 Process and Report	Complete APR Comprehensive Report	Repeat Cycle
Cohort 4	IR Data Package	IR Data Package	IR Data Package	Complete APR Year 1 Process and Report	Complete APR Year 2 Process and Report	Complete APR Year 3 Process and Report	Complete APR Comprehensive Report

Academic Program Review Data

The Office of Institutional Research will provide yearly data sets with indirect data related to the programs/departments. Departments will be responsible for collecting additional data in some areas.

The Office of Institutional Research will provide access to Tableau Dashboards containing the following data:

1. Program Graduates
 - a. Number of graduates
 - b. Demographics of graduates
2. Student Enrollment
 - a. Course information
 - i. Student credit hours
 - ii. Number of registrations
 - iii. Number of sections
 - iv. Average class size
 - v. Campus
 - vi. Part of term
 - vii. Student grades
 - b. Student information
 - i. Race
 - ii. Gender
 - iii. Age
 - iv. Full-time/part-time
 - v. Major
 - vi. Student status
 - vii. Pell status
 - viii. Grades
3. Retention/Persistence/Transfer/Completion
 - a. Retention rates for fall cohorts
 - b. Graduation rates for fall cohorts
 - c. Transfer rates for fall cohorts
 - d. Student demographics

Additionally, programs will be responsible for utilizing the following resources:

1. Lightcast career data located on program pages at <https://www.cochise.edu/>. In the menu, select Academics & Workforce > Academic Programs > Degrees & Certificates – Program Finder. Search for each degree and certificate included in the review. Select each degree/certificate and scroll to the bottom of the page to Job Trends and Career Outlook.
 - Average salary
 - Job postings
 - Employment trends including: Annual employment numbers, Past growth, Projected growth
 - Top occupations by income
2. Livable Wage Report (Appendix 1)
 - Cochise County livable wage
 - Arizona livable wage
 - Poverty wage

Transfer Degree programs will be responsible for utilizing the following resources for additional data:

1. Courses offered in AGEC categories align with university general education using the AZ Transfer Course Equivalency Guide. (<https://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG>)
2. Courses offered in degrees align with AZ Transfer Major Guides (<https://aztransmac2.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/MajorGuidesNavAZ?School=COCHISE>)

Departments will be responsible for collecting and providing the following data:

1. Faculty and staff ratios
2. Current and anticipated program costs
3. Last date of advisory committee meeting
4. Last date of program modifications

Academic Program Review Reporting Requirements

Programs will be provided with reporting templates each year.

Year 1 Report: Program Analysis and Quality Improvement Project Planning

The Year 1 Report (Appendix 2) includes the following information:

PROGRAM INFORMATION

1. Program/Department
2. Degree/Certificate(s) covered in review
3. Names of the APR team leader and team

SECTION 1: MISSION STATEMENT

Demonstrate the role and scope of the program/ department and the relationship to the Cochise College mission.

SECTION 2: RECENT IMPROVEMENT INITIATIVES

Brief description of ongoing or recently completed program improvement initiatives, with anticipated results and impacts.

SECTION 3: DATA ANALYSIS

Narrative summaries of data analyses, including tables and graphs to illustrate the results of the analyses.

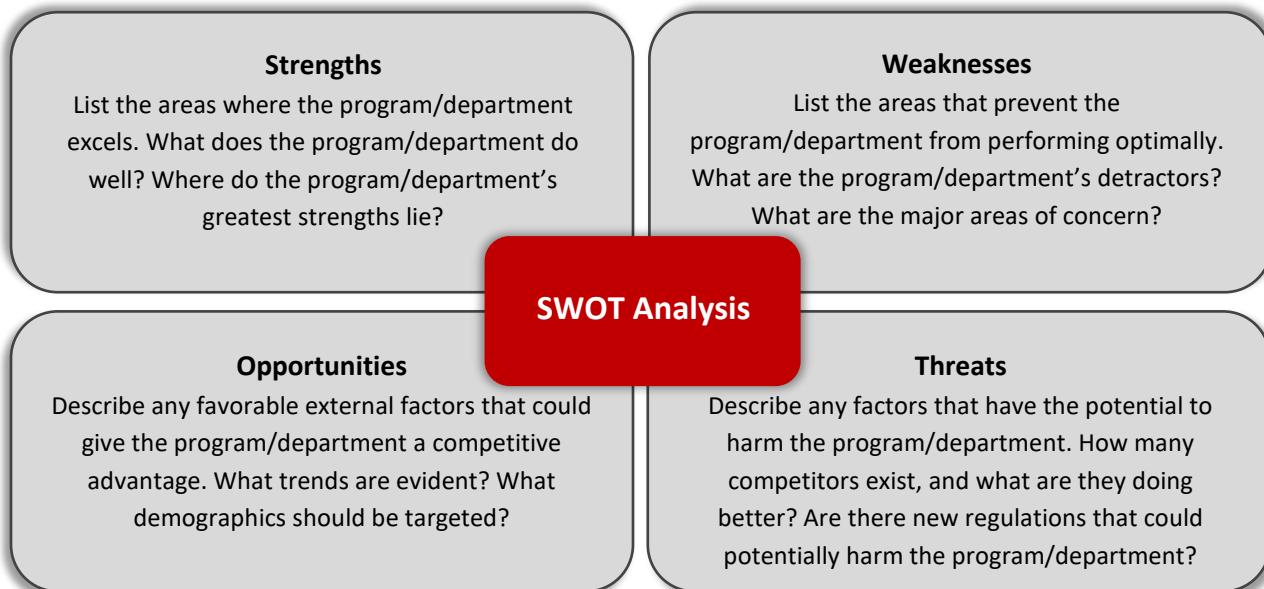
- A. Preliminary analysis of the five-year trend in program demand data
Data metrics: Credit hours, student demographics (race, gender, age, FT/PT status, majors), campus, part of term, number of sections, average class size.
- B. Preliminary analysis of the five-year trend in student success data
Data metrics: Grades, DFW, demographics, graduates, persistence, and retention.
- C. Preliminary analysis of current trends in employment/transfer data
Data metrics: Employability – Average salary, job postings, employment trends including annual employment numbers, past growth, and projected growth, top occupations by income.
- D. Transferability- number of transfers, alignment with AZ Transfer courses and majors.
- E. Preliminary analysis of program resources. Include, for example, personnel and staffing, instructional (and other program) costs, professional development needs, facilities, equipment, and technology.
Data metrics: average class size, number of sections, faculty and staff ratios, anticipated program costs.
- F. Conduct a review of the program's curriculum. If your program has gone through curriculum in the past year, describe the changes made and include a copy of the latest curriculum map. If your program is planning curriculum changes in the next year, summarize and explain any

planned curriculum changes, including a timeline of action steps. Note the date of 1) the last advisory committee meeting (as appropriate) and 2) the last program modification(s).

Data metrics: curriculum map, proposed curriculum changes.

SECTION 4: SWOT ANALYSIS AND NARRATIVE

The SWOT Analysis is based on the program data provided, information gained from SLOA, and any additional programmatic data or knowledge. The diagram below illustrates example questions to consider as you complete the SWOT analysis.



SECTION 5: QUALITY IMPROVEMENT PROJECTS (QIPs)

Based on the data and SWOT analyses (sections 3 and 4), identify quality improvement projects (QIPs) to be conducted in years 2 and 3 of the program review cycle. QIPs are to be aligned with one (or more) of five focal areas: 1) Program Demand, 2) Student Success, 3) Employability/Transferability, 4) Program Resources, and 5) Program Curriculum.

- a. State the focal area of the QIP
- b. Provide a summary description of the project
- c. State the project goals and provide a timeline of action steps

For each QIP, clearly identify one or more SMART goals. Establishing SMART goals helps ensure your plans are focused, achievable, and measurable, so you can track progress and demonstrate results over time. Writing goals in this format strengthens accountability, supports meaningful assessment of QIPs, and facilitates continuous improvement.

SMART format:

- **S**pecific: Clearly define what you want to accomplish.
- **M**easurable: Identify how you will track progress and how success will be assessed.
- **A**chievable: Set goals that are realistic and attainable with the available resources.
- **R**elevant: Align goals with data and SWOT analyses.
- **T**ime-bound: Include a clear timeline for completion.

Year 2 and 3: Quality Improvement Project Reports

The Year 2 and Year 3 QIP Reports (Appendix 3) provide progress updates on:

SECTION 1: UPDATED DATA ANALYSIS

Data dashboards are updated annually. In years 2 and 3 of the APR cycle, provide an updated analysis of data for the five focal areas: 1) Program Demand, 2) Student Success, 3) Employability/Transferability, 4) Program Resources, and 5) Program Curriculum.

SECTION 2: QUALITY IMPROVEMENT PROJECT

Referring to the Year 2 QIP project goals and timeline of action steps set in year 1, provide a data-informed discussion of project progress, goals met/not met, and project outcomes. Provide an evaluation of the project's impact on program improvement, including action steps taken for implementing the improvements and how this impact has been (or will be) evaluated for success. Support the discussion with data visualizations as appropriate.

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

Year 4: Comprehensive Academic Program Review Report

The Year 4 Comprehensive Report (Appendix 4) includes the following sections:

SECTION 1: EXECUTIVE SUMMARY

Provide an 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 SWOT analysis,
- c. the focus of and implementation outcomes from the quality improvement projects, and
- 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: DATA ANALYSIS

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. Discuss emerging trends, trend updates, and/or validation for trends and points of interest documented in previous reports.

- a. Include relevant tables/graphs to support your narrative.
- b. 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, the measurable impact of the project on the QIP focal area, and how this QIP has contributed to continuous program improvement. Include data visualizations to support the narrative.

SECTION 5: PROGRAM QUALITY (TEACHING & LEARNING)

1. **Student Learning Outcomes Assessment (SLOA)** is conducted independently of APR. However, assessment of the program's student 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:

- a. Provide student achievement and performance data of the program-level learning outcomes
- b. Provide action steps, with a timeline, for student learning improvement. The action steps will be informed by the most recent SLOA cycle, which *may* include;
 - i. Updating program and/or course learning outcomes
 - ii. Curriculum revisions such as course sequencing, degree maps, revising pre- and co-requisites
 - iii. Redesign of assignments within courses to better assess program outcomes
 - iv. Professional development opportunities for faculty
- c. Initiatives to be implemented to support student success, informed by student data and identified program needs.

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 5). Include other sources of data that address teaching quality, 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* the 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. Have updates 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 and indicate the date of the next review.
- k. Provide a timeline for all curriculum changes requiring approval through the curriculum process.

Guidance for Quality Improvement Project Focus Areas

Quality Improvement Projects (QIPs) should align to one (or more) of five focal areas: 1) Program Demand, 2) Student Success, 3) Employability/Transferability, 4) Program Resources, and 5) Program Curriculum. The information presented below for each focal area is intended to assist in considering various aspects and components of APR when planning QIPs.

A. PROGRAM DEMAND

Provide the title, goals, action steps, and intended outcomes of the project. Discuss initiatives and strategies of how the program is working to meet *Program Demand*.

- Is there student demand for the program?
 - Data metrics include: Credit Hours, Student Demographics, Campus, Part of Term, Number of sections, and average class size.

- Analysis of program data provided by IR will inform this focus area. Additional data needs should be discussed with the Ex. Director of IR.
- Provide data visualizations that support the need for this project.
- Identify core issues, provide solutions, document the implementation of action steps and their outcomes, and discuss the impact(s) of the implementation of this project on program improvement.

B. STUDENT SUCCESS

Provide the title, goals met, action steps taken, and intended outcomes of the project. Discuss initiatives and strategies of how the program is working to meet *Student Success* needs. Include successes and challenges.

- Can students complete a program/certificate successfully and in a timely manner?
 - Data metrics include: grades, completion and retention rates, DFW rates, Degrees/Certificates awarded, and post-graduation outcomes.
- Explore student demographics.
- Analysis of retention, completion, and persistence data.
- Analysis of grades, including DFW data.
- Analysis of graduation outcomes (transfer rates, types of jobs obtained following graduation, etc.)
- Summarize how current and graduating students or alumni of the program view their educational experience.
- Review SLOA and student success across course modalities (In person, hybrid, asynchronous, etc.).
- Include analysis of other measures of student success as appropriate.
- Discuss the impact(s) of the implementation of this project on program improvement.

C. EMPLOYABILITY/TRANSFERABILITY

Provide the title, goals, action steps, and intended outcomes of the quality improvement project. Focus on either 1. Employability or 2. Transferability.

1. Employability

Discuss initiatives and strategies of how the program is working to meet workforce needs. Include successes and challenges.

- Does the program/certificate meet the current demands of the job market and community?
 - Data metrics include: Market Assessment, Occupational Outlook (gainful employment)
- Analyze workforce data (Lightcast data available on program web page at www.cochise.edu),
- What workforce goals/targets does the program aim to achieve?
- What are the current workforce demands at the county/state level?
- Is the program aligned with occupational standards?
- Is the program in alignment with the College's mission?

- Does the program meet gainful employment requirements?
- Summarize workforce goals and recommendations from the program advisory board.
- Discuss the impact(s) of the implementation of this project on program improvement.

2. Transferability (AZ Assist data provided by IR)

- Does the program result in student transfer to a 4-year institution?
 - Data metrics include: Number of transfers, alignment with AZTransfer courses and majors.
- Analyze the transfer indicator metrics.
- Number of transfers to 4-year institutions.
- Courses in the relevant AGEC category align with transfer institutions' general education using the AZ Transfer Course Equivalency Guide.
- Courses offered in degrees align with AZ Transfer Major Guides.
- Discuss initiatives and strategies of how the program is working to meet transfer needs and further develop transfer outcomes. Include successes and challenges.
- Does the program meet gainful employment requirements?
- Discuss the impact(s) of the implementation of this project on program improvement.

D. PROGRAM RESOURCES

Provide the title, goals met, action steps taken, and intended outcomes of the project. Discuss the impact(s) of the implementation of this project on program improvement.

- Are human and financial resources allocated equitably and efficiently for each program/certificate?
 - Considerations: Program Revenue, Program Cost, Staffing, Facilities, Technology.
- Review program development and sustainability.
- Briefly describe support services available for teaching (e.g., professional development, peer mentoring, faculty support). Provide recommendations for areas of support needed for faculty.
- Describe, as appropriate, any specific resource needs, e.g., library, laboratory, classrooms, classroom support, office space, technology support, faculty and/or office personnel.
- Assess instructional costs of the program (i.e., resource costs per SCH, personnel needs of the program based on trends in the discipline/field, and any anticipated personnel changes needed).
- Describe and discuss initiatives to increase efficiency for business practices, administration, teaching, and other departmental functions.
- Discuss projected changes in program activities and quality outcomes if additional resources were available. Describe efforts (current or future) to obtain funding for new or needed resources.
- Include a funding proposal for all resource needs.

E. PROGRAM CURRICULUM

Provide the title, goals met, action steps taken, and intended outcomes of the project. Discuss initiatives and strategies related to program curriculum and student learning.

- Does the curriculum effectively support achievement of program and course-level Student Learning Outcomes?
 - Data metrics include: Student Learning Outcomes Assessment (SLOA) data, curriculum maps, course sequencing, and proposed curriculum changes.
- Analyze results from the most recent SLOA cycle and evaluate the extent to which the curriculum supports high standards in teaching and facilitates student learning.
- Review alignment of course-level outcomes with program-level outcomes and institutional learning outcomes, as appropriate.
- Evaluate the rigor, coherence, and sequencing of the curriculum in supporting student learning and progression through the program.
- Describe curriculum revisions, enhancements, or innovations implemented or proposed as a result of assessment findings or disciplinary standards.
- Assess the effectiveness of instructional strategies and learning activities across course modalities (in person, hybrid, asynchronous, etc.).
- Identify gaps, redundancies, or areas for improvement within the curriculum and document action steps taken or planned.
- Discuss the impact(s) of the implementation of this project on program improvement.

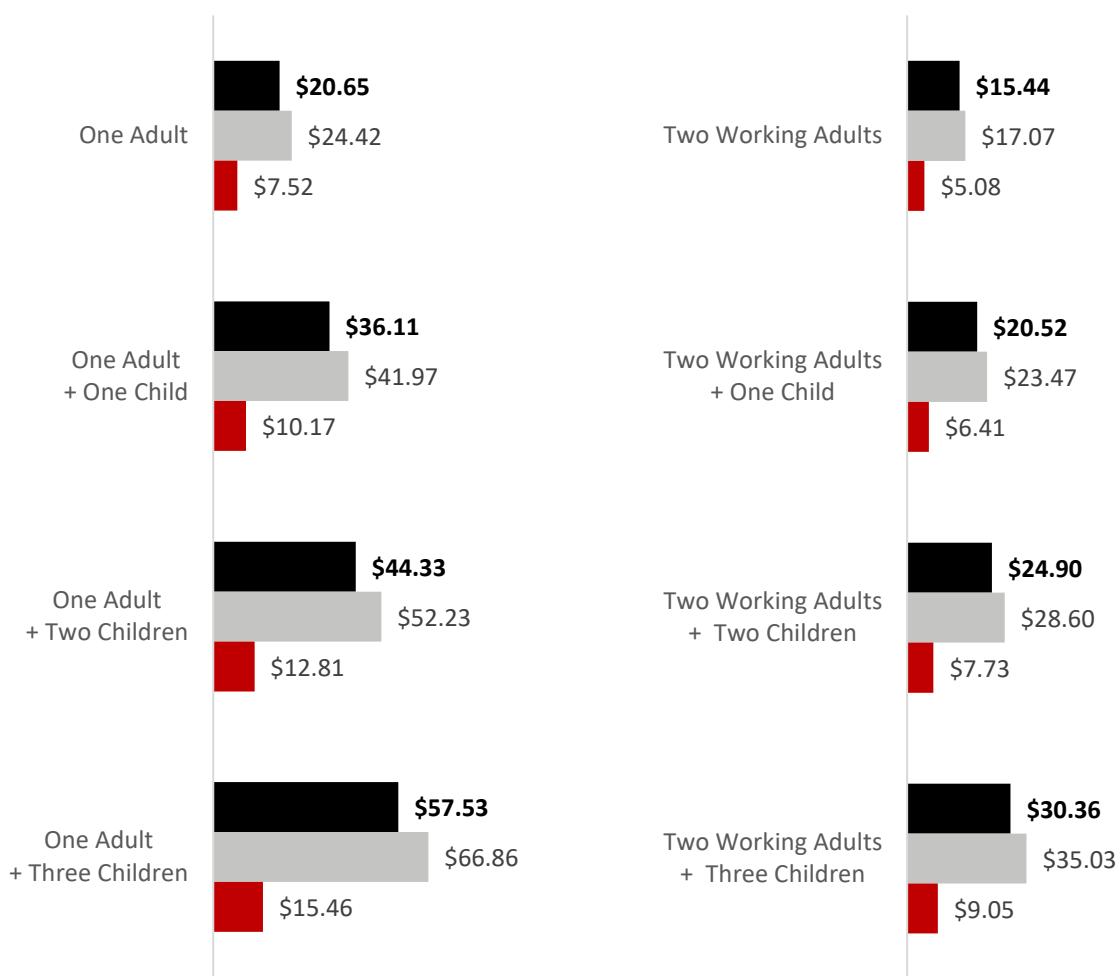
Acronyms

AdCab	Administrative Cabinet (College President's Counsel)
AGEC	Arizona General Education Curriculum
ALO	HLC Academic Liaison Officer
APR	Academic Program Review
CLLOs	Course Level Learning Outcomes
DFW	Drop, Fail, Withdraw
F2F	Face-to-Face Instruction
FT:PT	Ratio of Full-Time Faculty to Part-Time Faculty
HLC	Higher Learning Commission
IR	Office of Institutional Research
PLLOs	Program Level Learning Outcomes
QIP	Quality Improvement Project
SLOA	Student Learning Outcomes Assessment
SWOT	Strengths, Weaknesses, Opportunities, and Threat

Appendix 1: Livable Wage Data - 2025

The data below should be used to compare livable wages to potential job earnings after completing a Cochise College program. A livable wage is the hourly rate a working adult must earn to support themselves and/or their family working full-time, or 2080 hours per year. The livable wage includes expenses such as food, child care, medical, housing, transportation, internet & mobile, civic activities, and taxes. The full methodology can be found at <https://livingwage.mit.edu/>.

■ Cochise County Livable Wage ■ Arizona Livable Wage ■ Poverty Wage



Data Source: livingwage.mit.edu

Notes: In households with two working adults, all hourly values reflect what one working adult requires to earn, assuming the other adult also earns the same.

Appendix 2: Year One Reporting Template

Academic Program Review: Year 1 Report

Data Analysis and Quality Improvement Project Planning

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. Mission Statement:

A brief statement to demonstrate the role and scope of the program/department and the relationship to the College mission.

2. Briefly describe ongoing or recently completed program improvement initiatives.

Include results and outcomes.

3. Narrative Summary of Preliminary Analysis of Program Review Data. As you

complete A – E in the table below, keep in mind that these preliminary analyses will help you identify and design quality improvement projects to complete in years 2 and 3 of the program review cycle (refer to section 6 of this report). Tables/Graphs must be included to support your analyses.

A. Preliminary analysis of the five-year trend in program demand data

Data metrics: Credit hours, student demographics (race, gender, age, FT/PT status, majors), campus, part of term, number of sections, average class size.

B. Preliminary analysis of the five-year trend in student success data

Data metrics: Grades, DFW, student demographics, graduates, persistence, retention, and completion.

C. Preliminary analysis of the current trends in employability/transferability

Data metrics: Employability – Average salary, job postings, employment trends including annual employment numbers, past growth, and projected growth, top occupations by income.

Transferability- number of transfers, alignment with AZ Transfer courses and majors.

D. Preliminary analysis of resources

Data metrics: average class size, number of sections, faculty and staff ratios, anticipated program costs.

E. Preliminary analysis of program curriculum

Data metrics: curriculum map, summarize/explain planned curriculum changes (include a timeline of action steps).

Last advisory board meeting (date):

Last program modification (date):

*** If your program has made curriculum changes that were approved through the Curriculum department in the past calendar year, include your updated Curriculum Map in this section.**

--

4. SWOT Analysis with Brief Explanatory Narrative:

Strengths	Weaknesses	Opportunities	Threats

Narrative Discussion of SWOT Analysis:

5. Quality Improvement Projects

From the preliminary data analyses and SWOT analysis, identify quality improvement projects (QIPs) to be conducted in years 2 and 3 of the program review cycle.

- QIPs are to be aligned with one (or more) of five focal areas: 1) Program Demand, 2) Student Success, 3) Employability/Transferability, 4) Program Resources, and 5) Program Curriculum. Ideally, a different focus area should be chosen for each year.
- Complete the year-2 and year-3 tables provided below.

YEAR 2 Quality Improvement Project
Focal Area of QIP:
Summary Description of Project:
Project Goals:
Action Steps (with timeline):

YEAR 3 Quality Improvement Project**Focal Area of QIP:****Summary Description of Project:****Project Goals:****Action Steps (with timeline):**

Appendix 3: Year Two (and Three) Reporting Template

Academic Program Review: Year 2 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. * **If your program has made curriculum changes that were approved through the Curriculum department in the past calendar year, include your updated Curriculum Map in this section.**

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 section E.

YEAR 2 Quality Improvement Project
A. Focal Area of QIP:
B. Summary Description of Project:
C. Project Goals:
D. Action Steps (with timeline):

<p>E. Provide a data-informed discussion of project progress, goals met/not met, and project outcomes. Support the discussion with data visualizations as appropriate.</p>
<p>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.</p>
<p>G. Based on the outcomes of the year 2 QIP, will the year 3 QIP be revised? If yes, provide details of the revisions.</p>

Appendix 4: Year Four Reporting Template

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. If your program has made curriculum changes that were approved through the Curriculum department in the past calendar year, include your updated Curriculum Map in this section.

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.



Appendix 5: Criteria for Evaluating Teaching Quality

Indicate the self-assessment rating with a brief rationale in the appropriate cell.			Criteria for Evaluating Teaching Quality
Exemplary	Developing	Needs Development	
			Expectations for Teaching Quality: A program is EXEMPLARY for this criterion if it has established a set of expectations* for high-quality teaching at all levels of the curriculum that are clearly conveyed to all instructors. Expectations are based on effective teaching practices demonstrated to improve student learning outcomes. All instructors are held to these expectations to the extent that is appropriate to the classes they teach and the terms of their appointments. *Attach a copy.
			Support for Teaching Development: A program is EXEMPLARY for this criterion if it has standard processes in place for encouraging professional development towards high-quality teaching across the whole unit. These processes include the provision of clear information about and ready access to resources, inside and outside the department, that can help all instructors develop the quality of their teaching. All these processes are aligned with the department's established expectations for teaching quality. Avenues for development may include, but need not be limited to, peer mentoring, consultations with the Faculty Support Center, and support for attending workshops and training focused on enhancing the quality of teaching.
			Evaluation of Teaching: A program is EXEMPLARY for this criterion if it has an established and transparent process for evaluating teaching quality for all instructors. The evaluation criteria are tightly linked to the department's established set of expectations for teaching quality. The evaluation process includes, but is not limited to, student evaluations, peer evaluation of teaching, and instructor self-reflection. Evaluating teaching quality is a key part of annual reviews.
			Applying Findings to Teaching Improvements: A department is EXEMPLARY for this criterion if it has an ongoing process that includes steps in which teaching evaluations are reviewed and incorporated into department plans for both programmatic and individual goals improvement. All steps of this application phase are linked to the program's established set of expectations for teaching quality.

