

**Technical Program Review of:**

**for Academic Year -**

# PART ONE: PROGRAM OVERVIEW

1. **PROGRAM MISSION STATEMENT.**

Click or tap here to enter text.

1. **PROGRAM** **GOALS.** How is this program accomplishing its mission?

***Examples:*** *1.) The program will graduate a minimum of fifteen students over a three-year period. 2.) Program enrollment will reach 7% of LIT’s overall enrollment by Fall 2023.*

Click or tap here to enter text.

1. **PROGRAM LEVEL OUTCOMES (PLOs).** Upon completion of this program, the student will be able to:

***Examples:*** *1.) Explain environmental terminology and identify EPA regulations and guidelines. 2.) Demonstrate proficiency in the use of a computerized accounting program to perform essential bookkeeping tasks covering all aspects of the accounting process. 3.) List the procedures used in various types of evidence discovery and examination. 4.) Demonstrate the ability to perform tests for adequate air flow and calculate balance point and C.O.P. (co-efficiency of performance).*

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1. **PROGRAM NEED AND/OR DEMAND.** Describe any industry need and/or demand for this program. Attach industry-based trends, standards, labor market information, and Advisory Committee minutes, as needed.

***State Standard for Determination of Ongoing Program Need****: Meets standard if need based on* ***at least two*** *of the following. Exceeds standard if four or more are present. (1) Industry Advisory Committee; (2) Local and/or regional labor market trend data; (3) State and/or national labor market trend data; (4) Graduate placement rate meets standard; (5) Other (provide description).*

Click or tap here to enter text.

1. **PROGRAMMATIC ACCREDITATION.** Attach documentation, if applicable.

***State Standard for Professional Program Credentials****: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency. Program exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.*

Click or tap here to enter text.

PART TWO: PROGRAM CURRICULUM

1. **DEGREE PLAN(S).** Attach degree plans for all award levels of the program. Identify the capstone experience in each award where applicable.
2. **GENERAL EDUCATION.** List the general education courses in the associate (AAS) degree program. If program does not include an associate degree, check N/A .

***State Standard for Compliance with THECB General Education Requirements:****100% of all applied associate degrees have* ***at least 15*** *semester credit hours (SCH) of general education. Must include at least one course in each of the following areas: Humanities/Fine Arts, Social/Behavioral Science, and Natural Sciences/Math. English Composition or Speech may not be accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to fulfill Humanities requirement.*

|  |  |
| --- | --- |
| **Courses in Associate Degree Designated as General Education** 15 Semester Credit Hours (SCH) minimum | |
| **COMPONENT AREA** | **COURSE SUBJECT and NUMBER** |
| Humanities / Fine Arts:   * Communication * Language, Philosophy, and Culture * Creative Arts |  |
| Social / Behavioral Science   * American History * Government / Political Science * Social and Behavioral Sciences: |  |
| Natural Science / Math:   * Mathematics * Life and Physical Sciences |  |

1. **WORKFORCE EDUCATION.** Indicate compliance with Workforce Education Guidelines.

***State Standard for Compliance with THECB Workforce Education Guidelines:*** *100% compliance for Associate of Applied Science (AAS) degrees and Certificate Awards - (1) curriculum linked to business and industry; (2) capstone experience; (3) program length; (4) compliance with Texas Workforce Education Course Manual (WECM) standards according to guidelines.*

|  |  |  |
| --- | --- | --- |
| **Workforce Education Guidelines** | | |
| 1. Are the AAS and certificate awards linked to business and industry? | Yes | No |
| 1. Do the AAS and certificate awards have a capstone experience? | Yes | No |
| 1. Are the AAS and certificate awards the required program length?   *AAS = 60 SCH;*  *Certificate 1 = 15-42 SCH;*  *Certificate 2 = 30-51 SCH;*  *Enhanced Skills Certificate 3 = 6-12 SCH;*  *Advanced Technical Certificate = 16-45 SCH;*  *AAS + Enhanced Skills Certificate = up to 72 SCH.* | Yes | No |
| 1. Do the AAS and certificate awards comply with WECM standards? | Yes | No |

1. **INTEGRATING ACADEMIC AND TECHNICAL EDUCATION.**

***State Standard for Integrating Academic and Technical Education:*** *Program must include writing and use of computers. Exceeds standard if five or more are present, including required elements.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Integrating Academic and Technical Education** | | | |
| 1. Does the program include writing? *(required)* | Yes | No |
| 1. Does the program include use of computers? *(required)* | Yes | No |
| 1. Are academic courses included in the curriculum? | Yes | No |
| 1. Does program include evidence of identification, teaching, and assessment of critical thinking, problem solving, and communication skills? | Yes | No |
| 1. Are technical applications included in academic courses? | Yes | No |
| 1. Does program integrate academic and technical education in other ways? *(List additional integrations, if any, in space below.)* | Yes | No |

1. **BUSINESS AND INDUSTRY PARTNERSHIPS.**

***State Standard for Business and Industry Partnerships:*** *Active involvement with business/industry and documented evidence of at least two of the following affiliations. Exceeds standard if four or more are present.*

|  |  |  |
| --- | --- | --- |
| **Business and Industry Partnerships** | | |
| 1. Does program have agreements for sharing facilities, equipment, labs, etc.? | Yes | No |
| 1. Does program include internships/apprenticeships/co-op/ practicum/clinicals? | Yes | No |
| 1. Is there on-site training ***for*** faculty at business/industry worksites? | Yes | No |
| 1. Does program have contractual agreements with business/industry? | Yes | No |
| 1. Does program have other business/industry partnerships?   *(List additional partnerships, if any, in space below.)* | Yes | No |

1. **EMPLOYER AND STUDENT SATISFACTION.**

***State standard for Employer and Student Satisfaction:*** *College measures and documents employer and student satisfaction and uses results for program improvement. Meet standard if at least two of the following are used. Exceeds standard if three or more are used.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Employer and Student Satisfaction** | | | | |
| 1. Is there documentation of Advisory Committee’s satisfaction with the program? | Yes | | No | |
| 1. Does program conduct a program-specific employer survey? 2. Does program use employer survey results to improve program? | Yes  Yes | | No  No | |
| 1. Does program conduct a program-specific student survey? 2. Does program use student survey results to improve program? | Yes  Yes | | No  No | |
| 1. Does program conduct a student evaluation of instruction survey? 2. Does program use student survey results to improve program? | Yes  Yes | | No  No | |
| 1. What is the overall student satisfaction of instruction rate for the program? *(Provide overall student satisfaction of instruction rate for the last three years.)* | AY\_\_ | AY\_\_ | | AY\_\_ |
| 0% | 0% | | 0% |
| 1. Does program use other employer and/or student satisfaction assessments? *(List additional assessments, if any, in space below.)* | Yes | | No | |

1. **COURSE SYLLABI.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Syllabi** | | | |
| 1. Are the program’s syllabi/addendums on file and online? | Yes | No |
| 1. Are the program’s faculty members following the syllabus template? | Yes | No |
| 1. Are the student learning outcomes (SLOs) correct on the syllabi? See Workforce Education Course Manual (WECM). | Yes | No |
| 1. Are associated course activities for each SLO included on the syllabi? | Yes | No |
| 1. If applicable, are general education outcomes, associated class activities, and associated measures included on the syllabi? | Yes | No |
| 1. Are syllabi current and updated regularly? | Yes | No |
| 1. Are syllabi comprehensive? | Yes | No |
| 1. Are course objectives listed on syllabi? | Yes | No |
| 1. Are course objectives stated in behavioral terms? | Yes | No |
| 1. Are course objectives from WECM listed? | Yes | No | |
| 1. Do CORE course syllabi include the CORE objectives? | Yes | No | |

1. **TRANSFER, ARTICULATION, AND DUAL ENROLLMENT AGREEMENTS.** Attach documentation, if applicable.

***State Standard for Linkages and External Agreements with Schools and Universities:*** *Program has at least one agreement in place and is pursuing others as appropriate. Exceeds standard if four or more are present.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Linkages and External Agreement Information** | | | |
| 1. Advanced articulated credit | AAS | Cert | N/A |
| 1. University transfer | AAS | Cert | N/A |
| 1. Inverted degree plans | AAS | Cert | N/A |
| 1. Dual enrollment | AAS | Cert | N/A |
| 1. Is this program transferable to a four-year institution? | Yes | No |  |
| 1. Does program have other transfer, articulation, or dual enrollment agreements? *(List additional agreements, if any, in space below.)* | Yes | No |  |

# 

# PART THREE: PROGRAM ACCESSIBILITY / VIABILITY

1. **STUDENT RECRUITMENT.** List efforts to recruit students into the program, including efforts to recruit diverse populations and underrepresented groups in non-traditional programs.

Click or tap here to enter text.

1. **TSI RESTRICTIONS.** Of the concentration courses in this degree plan’s requirements, list the courses that have Texas Success Initiative (TSI) restriction(s) and identify the restriction(s).

Click or tap here to enter text.

1. **COURSE PLACEMENT.** What assessments are used to ensure students are placed in the proper courses?

Click or tap here to enter text.

1. **PERFORMANCE REQUIREMENTS.** What requirements does the program have in terms of physical or mental ability, performance assessments, safety standards, and insurability-risk management?

Click or tap here to enter text.

1. **PROGRAM VIABILITY.**

Provide an evaluation of the program’s sustainability using labor market information, including industry-demand, regional market, expected growth in three-five years, and mid-to-high wages.

Click or tap here to enter text.

# PART FOUR: PROGRAM RESOURCES

1. **EQUIPMENT.**

***State Standard for Equipment:*** *Equipment meet business and industry standards and are adequate and appropriate to support the program.*

1. What is the status of the supplemental learning materials and/or learning aids for this program?

Satisfactory  Needs Improvement

Comments:

1. What is the status of the equipment in the program?

Satisfactory  Needs Improvement

Comments:

1. What is the status of the computers/software in the program?

Satisfactory  Needs Improvement

Comments:

1. **FACILITIES.**

***State Standard for Facilities:*** *Facilities meet business and industry standards and are adequate and appropriate to support the program.*

1. What is the status of the space allotted to this program?

Satisfactory  Needs Improvement

Comments:

1. **LIBRARY SERVICES.**
2. Analyze the library’s collection in support of the program’s curriculum.

Extra funding is required to sufficiently meet the information needs of the program.

Recommendations for additions to the library collection:

Estimated budget impact: $

This program does not require new library resources.

1. **FACULTY DEMOGRAPHICS.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FACULTY DEMOGRAPHICS** | | | | | |
| **Demographic** | **Academic Year**  **----** | **Academic Year**  **----** | **Academic Year**  **----** | **Academic Year**  **----** |
| **Gender** | | | | | |
| Male |  |  |  |  |
| Female |  |  |  |  |
| **Faculty Full-Time Equivalent (FTE)** | | | | | |
| Full-Time |  |  |  |  |
| Part-Time |  |  |  |  |
| **Ethnicity** | | | | | |
| White |  |  |  |  |
| Black |  |  |  |  |
| Hispanic |  |  |  |  |
| American Indian/Alaskan |  |  |  |  |
| Asian |  |  |  |  |
| **Highest Degree Earned** | | | | | |
| Doctorate |  |  |  |  |
| Master |  |  |  |  |
| Bachelor |  |  |  |  |
| Associate |  |  |  |  |
| Certificate |  |  |  |  |
| **Tenure Status** | | | | | |
| Tenured |  |  |  |  |
| Tenure Track |  |  |  |  |
| Non-Tenure Track |  |  |  |  |
| **Total Faculty** |  |  |  |  |

1. **FACULTY CREDENTIALS, EXPERIENCE, AND PROFESSIONAL DEVELOPMENT.**

Provide information for each faculty member in the program. Include full-time and part-time faculty members, along with dual credit instructors of record. Or download a Faculty Roster from Xitracs and attach.

***State Standard for Faculty Support:*** *Number of faculty is adequate to support the program. For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area.*

| **FACULTY CREDENTIALS** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Name** | **Full Time or Part Time** | **Highest Degree** | **Discipline** | **Current CV on file?** | **Years Exp in Field: Teaching** | **Years Exp in Field: Industry** |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |
|  |  |  |  |  |  |  |
| License/Certification(s):  Prof. Membership(s):  Prof. Dev. Activities (past 3 years): | | | | | | |

**PART FIVE: STATISTICAL DATA**

1. **STUDENT HEADCOUNT**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT HEADCOUNT** | | | | |
| **DEMOGRAPHIC** | **Academic Year**  **----** | **Academic Year**  **----** | **Academic Year**  **----** | **Academic Year**  **----** |
| **Total by Major** | | | | |
| [Enter award name] |  |  |  |  |
| [Enter award name] |  |  |  |  |
| [Enter award name] |  |  |  |  |
| [Enter award name] |  |  |  |  |
| **Total for Program** |  |  |  |  |
|  | | | | |
| **Total by Gender** | | | | |
| Male |  |  |  |  |
| Female |  |  |  |  |
| **Total by Status** | | | | |
| Full-Time |  |  |  |  |
| Part-Time |  |  |  |  |
| **Total by Ethnicity** | | | | |
| White |  |  |  |  |
| Black |  |  |  |  |
| Hispanic |  |  |  |  |
| American Indian/Alaskan |  |  |  |  |
| Asian |  |  |  |  |
| Other/Unknown |  |  |  |  |

1. **STUDENT-TO-FACULTY RATIO.** Determine the student-to-faculty ratio by dividing the total number of students by the total number of faculty for the past three years.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student-to-Faculty Ratio** | | | |
| **AY ----** |  | to |  |
| **AY ----** |  | to |  |
| **AY ----** |  | to |  |
| **AY ----** |  | to |  |

1. **STUDENT RETENTION RATES.**

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT RETENTION**  (Number of students who enroll in a **fall** semester  and return the following **fall** semester.) | | | |
| **Major** | **Number of Students in Cohort** | **Number of Students Retained**  (excluding graduates) | **Retention**  **Rate** |
| **Academic Year ---- to ----** | | | |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| **Academic Year ---- to ----** | | | |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| **Academic Year ---- to ----** | | | |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| **Academic Year ---- to ----** | | | |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| [Enter award name] | 0 | 0 | 0% |
| **Three Year Average** | | | **0%** |

1. **PROGRAM WITHDRAWALS.** Based on the past three years of student withdrawal feedback, what are the main reasons students are not completing the program?

Click or tap here to enter text.

1. **COURSE OFFERINGS AND CANCELLATIONS.** Provide the number of scheduled course sections for each semester over the past three academic years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COURSE OFFERINGS AND CANCELLATIONS** | | | | | |
| **Semester per Academic Year** | **TOTAL Number of Active Sections** | **Number of Day Sections** | **Number of Evening Sections** | **Number of Distance Learning Sections** | **Number of Canceled Sections** |
| Fall ---- |  |  |  |  |  |
| Spring ---- |  |  |  |  |  |
| Summer ---- |  |  |  |  |  |
| Fall ---- |  |  |  |  |  |
| Spring ---- |  |  |  |  |  |
| Summer ---- |  |  |  |  |  |
| Fall ---- |  |  |  |  |  |
| Spring ---- |  |  |  |  |  |
| Summer ---- |  |  |  |  |  |
| Fall ---- |  |  |  |  |  |
| Spring ---- |  |  |  |  |  |
| Summer ---- |  |  |  |  |  |

1. **NUMBER OF GRADUATES.** Provide the number of graduates for each award for the past three or five academic years.

***State Standard for Graduates:*** *Program has fifteen graduates over a three-year period. Program has twenty-five graduates over a five-year period. Exclude new programs approved by THECB and offered within last three to five years.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NUMBER OF GRADUATES BY DEGREE/AWARD** | | | | | | |
| **AWARD** | **ACADEMIC YEAR (AY)** | | | | | **TOTAL** |
| **AY ----** | **AY ----** | **AY ----** | **AY ----** | **AY ----** |  |
| **[Enter name of AAS]** | 0 | 0 | 0 | 0 | 0 | 0 |
| **[Enter name of Certificate 1]** | 0 | 0 | 0 | 0 | 0 | 0 |
| **[Enter name of Certificate 2]** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total Graduates** | **0** | **0** | **0** | **0** | **0** | **0** |

1. **SUCCESS (PLACEMENT) RATES.** Provide the graduate placement rates for the past three years of available data. Placement is defined as program graduates who are employed and/or who continue their education (transfer).

***State Standard for Placement:*** *Eighty-five percent of program graduates are placed within one year of graduation (except new programs approved and offered within last three years). Exceeds standard if three-year average placement rate is ninety-five percent or greater. Special provisions will be made for programs with fewer than ten graduates.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GRADUATE SUCCESS (PLACEMENT) RATE** | | | | | | |
| **Academic Year (AY)** | **Total Number of Graduates\*** | **Number of Graduates Employed** | **Employed Rate (%)** | **Number of Graduates Transferred** | **Transfer Rate (%)** | **Success Rate\*\***  (employed and/or continuing education) |
| **AY ----** | 0 | 0 | 0 | 0 | 0 | 0% |
| **AY ----** | 0 | 0 | 0 | 0 | 0 | 0% |
| **AY ----** | 0 | 0 | 0 | 0 | 0 | 0% |
| **AY ----** | 0 | 0 | 0 | 0 | 0 | 0% |
| **Three Year Average** | | | | | | **0%** |
| **\***Unduplicated, may not match CBM009 data  **\*\***THECB Automated Student and Adult Learner Follow-Up System Report and CB116 | | | | | | |

1. **EXTERNAL TESTING & LICENSURE.** List all licensure or certification tests and results, if applicable. Give data for the past three years.

***State Standard for Licensure Pass Rate:*** *Ninety percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard) OR the percentage of students who take licensure exams and pass is no more than five percentage points below state average for last three years for the specific licensure exam. Exceeds standard if pass rate is ninety-five percent or greater.*

Applicable (List below)  Not Applicable

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM LICENSURE AND CERTIFICATION PASS RATES**  **(Program-Level Data)** | | | | | | | | | | | | |
| **Type of Exam** | **AY ----** | | | **AY ----** | | | **AY ----** | | | **AY ----** | | |
| **Total # Tested** | **Total # Passed** | **Pass Rate** | **Total # Tested** | **Total # Passed** | **Pass Rate** | **Total # Tested** | **Total # Passed** | **Pass Rate** | **Total # Tested** | **Total # Passed** | **Pass Rate** |
| [Enter exam name] |  |  |  |  |  |  |  |  |  |  |  |  |
| [Enter exam name] |  |  |  |  |  |  |  |  |  |  |  |  |
| [Enter exam name] |  |  |  |  |  |  |  |  |  |  |  |  |
| [Enter exam name] |  |  |  |  |  |  |  |  |  |  |  |  |

# PART SIX: PROGRAM ADVISORY COMMITTEE

Applicable  Not Applicable

1. **PROGRAM ADVISORY COMMITTEE MEMBERS.** List of advisory committee members, including name, affiliation, gender, ethnicity, and if a small or large employer.

***State Standard for Advisory Committee Membership****: Committee membership list reflects diversity of occupational field (gender, ethnicity, small and large employers) and is chaired by a business/industry member. Program does NOT meet standard if not chaired by business or industry member.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ADVISORY COMMITTEE MEMBERS** | | | | |
| **Name** | **Affiliation** | **Gender** | **Ethnicity** | **Small / Large Employer** |
| Chair: |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Committee is chaired by a business/industry member? | Yes | No |
| Committee membership reflects diversity? | Yes | No |

1. **PROGRAM ADVISORY COMMITTEE MEETINGS.** List the dates that the Advisory Committee meetings were held within the past three years.

***State Standard for Advisory Committee Activities:*** *Advisory Committee must meet at least once per academic year, should have a quorum present, and perform the functions outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE). Official minutes must be recorded to include information specified in the GIPWE. Exceeds standard if committee meets at least twice per academic year, activities are well documented, and appropriate format is used.*

|  |  |  |
| --- | --- | --- |
| **Academic Year ----** | **Academic Year ----** | **Academic Year ----** |
| Meeting #1: Click or tap to enter a date. | Meeting #1: Click or tap to enter a date. | Meeting #1: Click or tap to enter a date. |
| Meeting #2: Click or tap to enter a date. | Meeting #2: Click or tap to enter a date. | Meeting #2: Click or tap to enter a date. |

1. **PROGRAM ADVISORY COMMITTEE RECOMMENDATIONS.** Summarize recommendations from your program’s Advisory Committee in the past three years.

Click or tap here to enter text.

1. **RESPONSE TO ADVISORY COMMITTEE RECOMMENDATIONS.** Summarize actions taken based on the Advisory Committee's recommendations.

Click or tap here to enter text.

1. **PROGRAM ADVISORY COMMITTEE INFORMATION.**

|  |  |  |
| --- | --- | --- |
| **PROGRAM ADVISORY COMMITTEE INFORMATION** | | |
| **NOTE**: The questions below reflect the Texas Higher Education Coordinating Board’s (THECB) mandate for effective use of advisory committees, as noted in the Guidelines for Instructional Programs in Workforce Education (GIPWE). Please answer the following questions. | | |
| 1. How many times does the committee meet per academic year? (Committees should meet at least once.) | Once | Twice |
| 1. Are the committee members (name, title, and affiliation) identified in the minutes? | Yes | No |
| 1. Are the committee members’ presence or absence from the meetings noted in the minutes? | Yes | No |
| 1. Do the minutes include the names and titles of others present at the meeting? | Yes | No |
| 1. Is the signature of the recorder included in the minutes? | Yes | No |
| 1. Were committee members kept apprised of the program’s performance throughout the year? | Yes | No |
| 1. Do the minutes include evidence that industry partners have taken an active role in making decisions that affect the program? | Yes | No |
| 1. Have the committee evaluated the goals and objectives of the program’s curriculum? | Yes | No |
| 1. Has the committee established workplace competencies for the program occupation(s)? | Yes | No |
| 1. Has the committee suggested program revisions as needed? | Yes | No |
| 1. Has the committee evaluated existing college facilities and equipment? | Yes | No |
| 1. Has the committee identified local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities? | Yes | No |
| 1. Has the committee assisted in the professional development of the faculty? | Yes | No |
| 1. Has the committee assisted in promoting and publicizing the program to the community and to business and industry? | Yes | No |
| 1. Has the committee represented the needs of students from special populations? | Yes | No |
| 1. Do the meeting minutes reflect industry involvement? | Yes | No |

# PART SEVEN: PROGRAM REVIEW FINDINGS AND IMPROVEMENT PLAN

Based on the review of this program, concisely identify program strengths and program improvement needs, and develop an action plan with associated dates to address the identified program improvement needs.

1. **PROGRAM STRENGTHS.**

Click or tap here to enter text.

1. **PROGRAM IMPROVEMENT NEEDS.**

Click or tap here to enter text.

1. **PROGRAM IMPROVEMENT PLAN.**

|  |  |
| --- | --- |
| **PROGRAM IMPROVEMENT PLAN** | |
| **Action Items** | **Dates** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# PART EIGHT: PROGRAM REVIEW FOLLOW-UP REPORT

This section is to be completed at the end of its program review follow-up. For example, if a program is reviewed during the 2022-23 Academic Year, its follow-up report would be completed at the end of the 2023-24 Academic Year.

Write a concise follow-up report describing the program’s progress in meeting the items on the program improvement plan. The report may include adjustments to the original improvement plan that account for changes in the program and at LIT. Attach documentation of completed or in-progress improvements, if applicable.