Program Review Template

Section 1: Table of Contents

Section 2: Executive Summary

Provide a one-page summary of your review including major findings of your self-study and recommendations for future planning and implementation.

Section 3: Program Information

1. *Core Purpose*

   Each program at Lane has a unique purpose, defining its own vision and pursuing its own goals, while simultaneously contributing to the college's ability to fulfill its mission. Consider including a synopsis of the relationship between your program's purpose and the college's mission.

   - Describe your program's core purpose, educational or service goals and objectives
     Provide a brief narrative description of the current program, including its purpose/mission statement and the students it serves.
   - How does your program align with and contribute to the college's mission, core values, core themes and strategic directions?

2. *Program Description*

   A program description conveys the program's identity and the work in which the program engages. It can be a snapshot or a longer narrative depending on what you choose to emphasize. The following list provides suggested topics, but description formats and topic choices will vary from program to program.
   Suggested topics:
   - Provide a brief history/evolution of your program
   - Degrees, certificates, and brief summary/range of courses offered (academic)
   - Program and curricular outcomes
   - Services offered
   - Enrollment, students, customers served
   - Faculty, staff and management organizational structure, credentials and staff development
   - Location, facilities and equipment
   - Funding, budget and financials
   - Partnerships, collaborations, advisory councils, associations and memberships
     Include description of advisory board, if applicable, including involvement of members and how leadership reflects changes occurring in field.

- Program certifications and accreditations
- Substantive change since last review

3. **Enrollment Process/Student Path**
- Course accessibility: Are your classes available for students from other majors or for program students only?
- Course scheduling: What is the percentage of the classes/program offered during the day, evening, online, etc.?
- Targeted/current students: Do they include degree seekers only, professional development, incumbent workers, personal enrichment, and/or 4-year major prerequisites obtainers?
- Admission process: Is it open enrollment, first qualified first admitted, application required, wait list, or competitive point system?
- Support: Who are the individuals who help students through the enrollment and registration processes (Counseling and Advising, lead faculty, administrative coordinator)?
- Course sequencing: Is it cohort only, student-developed independent sequence, full time required, or part time possibility?
- Student referrals (if known): From where are current referrals to your program being made? Are they from employers, high school articulation agreements, professionals in the field, faculty from other majors, etc.?

Section 4: Environmental Scanning/Operating Environment

Identify key national, regional, local, college, departmental, economic, political, demographic and/or technological trends that have or are expected to have a significant impact on your program and students. Include changes brought on by local, state or national policies. Also describe other similar or competitive programs offered in the state or applicable region that provide similar functions.

Section 5: Key Quality and Effectiveness Indicators (Data Package provided by IRAP)

Describe the key indicators used to assess the quality and effectiveness of your program relative to its core purpose and the college mission. Best practice is to utilize 8-10 key performance indicators. Include year over year trend data (five years recommended).

Examples:
- Student learning; core learning outcomes, curricular assessment
- Student progression and completion
- Student feedback, to include CCSSE data
- [Core theme objectives and indicators](#)
- Job and Coop Placement and Student and Employer Satisfaction
- Program certification/accreditation standards
- National, state or disciplinary benchmarks

- Unit planning data elements (Provided by IRAP)
- Other benchmarks as appropriate

Section 6: SWOT Analysis

Based upon the work and analysis of sections, one through four, identify the current issues and opportunities (or Strengths-Weaknesses-Opportunities-Threats) the program is facing.

Section 7: Program Reflection and Assessment

Program Review provides an opportunity for reflection and assessment in the formats your program decides are the most useful for supporting ongoing improvement and adaptation.

Suggested topics:
- Prior review recommendations
- Accreditation results/recommendations
- Strategies employed (innovation, adaptation, development)
- Projects and initiatives (include outcomes and measures)
- Analysis of current key performance indicators
- Evaluation of progress toward goals

Section 8: Issues/Questions for Self-Study (from Program, Administrative Management Team, APROC if applicable)

List key issues/questions from your program, from the Administrative Management Team and from APROC (if applicable).

- Explain how you went about investigating these issues/questions.
- Articulate and discuss your findings in relation to these issues/questions.

Section 9: Key Findings and Program Opportunities

- Explain the direction and vision of the program and how you plan to achieve it.
- Identify and prioritize recommended strategies and opportunities for program improvement. *For each recommendation*, refer to sections of your self-study that relate to this strategy and include a feasibility analysis: include required resources, possible timelines and other considerations (see below for Action Plan)
- Recommendations for continuation of program, change in program or discontinuation of program.

Section 10: Action Plan

Recommended components:
- Strategies and recommendations (*prioritized list*)

For each strategy and recommendation(s), include:
- High level timelines and implementation plans
- Resources, requirements and other considerations
- Outcomes and measures
- Any dissenting opinions or perspectives

Section 11: External Reviewer's Response and Recommendations (see Template for Reviewer Report)

Send Sections 1-10 to the External Reviewer 30 days before the site visit. Include reviewer's report in the Comprehensive Report for use by the Implementation Steering Team which will make resource allocations based on the report.

Section 12: Amendments from APROC, AMT and PRC
Section 13: Conclusion (complete once Sections 11, 12 are available)