Program Review Checklist

The Program Review Checklist is intended as a tool to facilitate collaboration between Deans and Chairs/Coordinators in the process of reviewing programs. The checklist was an outcome of the work of the High Cost/Low Enrollment Task Force of 2004, but it is intended to serve as a tool for the periodic review of all academic programs at the College.

The checklist is organized in terms of the five areas of focus for accreditation of the Higher Learning Commission (NCA-HLC). Each general area includes a series of criteria. Each criterion is followed by questions to provide focus and guide collaboration. The list of questions and thus measures associated with each criterion is intended to be representative of various ways by which data on the criterion can be generated, but is not intended to be a comprehensive list. Deans and Chairs/Coordinators along with the Office of Institutional Research and Assessment are expected to collaborate in the development of customized measures for criteria as it may apply to the programs under review.

MISSION AND INTEGRITY

Institutional Mission
How consistent is the program with the institutional mission? How are aspects of the institutional mission addressed within the program? (e.g. technology) How critical is the program to the pursuit of the institutional mission? [Triton College Mission Statement: Responsive to diverse educational needs, Triton College is committed to a supportive lifelong learning environment empowering individuals personally, professionally, and culturally to contribute to a global community.]

Program Mission
How well does the mission of the program integrate the institutional mission? How current and effective is the mission of the program? How well is the program mission being pursued?

Standard measures of program effectiveness:
Learning outcomes: Are students in the program systematically achieving the general education, program specific, and institutional learning outcomes?

Enrollment: What is the enrollment trend for the program?

Completion: What is the trend in completion rates for the program?

Retention: What is the trend in retention/attrition?
Student characteristics: What are the characteristics of students, including diversity measures (race, ethnicity, age, gender)? Do students in the program present any particular patterns of risk factors for academic success?

Graduate follow-up: What is the transfer success rate of program graduates? What is the employment rate of program graduates?

Other specific program effectiveness outcomes are to be determined by the program based on their mission.

PLANNING FOR THE FUTURE

Program Management
How well is the program being managed, including: planning, cost effectiveness, assessment, and satisfaction measures? These four criteria are presented individually below and may be selected individually as it may apply.

Planning.
How well are the planning and activities at the program level aligned with the institutional mission? What evidence is there of increased accountability and cost efficiency? How effective has been the effort to market the program, including budget planning, use of marketing resources available at the College and collaboration with Marketing Department?

Cost effectiveness.
What is the cost of the program? What is the direct institutional cost (e.g., salaries)? What is the cost of equipment? What resources have been invested in maintaining and strengthening the quality of the program? What are the revenues of the program (e.g., reimbursement)? Have there been any changes in the funding structures that have had an impact on the cost effectiveness of the program? What alternative sources of revenue have been pursued and secured by the program (e.g., grants)?

Assessment.
How effective is the program in closing the loop on assessment (i.e., taking action on the information gained from assessments)?

Satisfaction measures.
How satisfied are students with the program? How satisfied are external constituents with the program (e.g., 4-year transfer schools, employers)?

Impact on other programs.
What is the impact of this program on other programs? For example, have changes in this program impacted credit hours taken in other departments?
Labor market statistics.
What are the labor market demands for the training offered in this program? What is the mean starting salary for graduates of the program? What is the demand for the training provided by this program in our district and/or region?

ASSESSMENT OF LEARNING OUTCOMES AND EFFECTIVE TEACHING

Evaluation and assessment.
Does the program have an assessment plan? Does the program systematically carry out assessments as proposed in their assessment plan? What kinds of improvements of program quality have resulted from the process of assessment? What program innovations have resulted from assessments?

Program and general education learning outcomes.
How well defined are the learning outcomes for the program? To what extent has the program moved to operationalize and measure the program learning outcomes? What are the scores on license/certification exams? What are the results of employer and graduate surveys in terms of learning outcomes? How do students in this program fare in assessments of general education learning outcomes? How do students in this program fare in assessments of institutional outcomes (e.g., core values)?

Effective teaching.
How does the program demonstrate their valuing and support of effective teaching? How does the program provide effective and diverse learning environments? How well does the program, as a whole, collaborate with institutional learning resources to support effective teaching? For example, how many students in the program use the Academic Success Center? How do staffing issues and practices impact effective teaching in the program? For example, what is the ratio of full-time to part-time faculty? And, what is the availability of qualified teachers in the field?

Accreditation.
Have there been any changes to the accreditation status of the program? Is the program acting on and in compliance with the recommendations of the accrediting body? Provide documentation of accreditation at the program level.

ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Professional Development.
How effective are the professional development activities of the chair/coordinator of the program in terms of contributing to their program management skills? How effective are the professional development activities of the faculty in the program, as measured by their own actions and learning outcomes?
Effective and Proactive Action on Diversity Issues:

**Diversity of student body.**
What are the characteristics of the students in the program, based on diversity measures such as race/ethnicity, age, and gender?

**Diversity of faculty.**
What are the characteristics of the faculty, based on diversity measures such as race/ethnicity, age, and gender?

**Infusion of diversity issues throughout curriculum.**
How do students in the program fare in assessment of diversity related learning outcomes? How do students from diverse backgrounds fare in the overall learning outcomes of the program? How do students of diverse backgrounds fare in the assessment of institutional learning outcomes? How do students from diverse backgrounds fare in measures of program effectiveness (e.g., enrollment, retention, completion)?

**Articulation Agreements.**
How effective are the articulation agreements of courses within the program’s curriculum? For example, how many students from the program transfer to 4-year institutions with which we have articulation agreements? Into what institutions are students in this program most likely to transfer?

**ENGAGEMENT AND SERVICE**

**Enrollment opportunities.**
How effectively is the program seizing enrollment opportunities? On which activities is this program engaging that are related to the enhancement of enrollment?

**Partnerships.**
How many partnerships does this program have with 4-year institutions, business, or other external constituents? What is the quality of these partnerships? What is the enrollment of students from this program in partnership agreements (e.g., enrollment of graduates at partner 4-year institution)?

**Demand for the program.**
What is the demand for this program in our district and/or region? Based on district demographics, how does this program address the needs of our community? What is the ratio of in-district and out-of-district students in the program? What is the need for the program in the district/region? In what kinds of regional efforts is the program engaged? What district/regional resources are available to the program (e.g., business for internships)?