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| **Career & Technical Education** |
| College Name: |  |
| Academic Years Reviewed: |  |
| **Program Identification Information** |
| Program Title | Degree or Cert | Total Credit Hours | 6-Digit CIP Code | List all certificate programs that are stackablewithin the parent degree |
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| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackablecredential within this template or results may be reported within its own template. This is at the discretion of the college.  |
| **Program Objectives**What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* |  |
| To what extent are these objectives being achieved? Please detail how achievement of program objectivesis being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* |  |
| **Past Program Review Action** What action was reported last time the program was reviewed? Werethese actions completed? |  |
| **Review Team**Please identify the names and titles of faculty and staff who were major participants in the review of this program.Also describe their role or engagement in this process. |  |
| **Stakeholder Engagement** Please list other stakeholders and participants who were engaged in this process (i.e. Student SupportServices, students, employers, etc.)Also describe their role or engagement in this process. |  |
| **CTE Program Review Analysis**Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions movingforward. |  |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. |  |
| **Indicator 1: Need** | **Response** |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. |  |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? |  |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? |  |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for thisprogram?) |  |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? |  |
| 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. |  |
| **Indicator 2:****Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | **Response** |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:
		+ Costs to the institution associated with this program
		+ How costs compare to other similar programs on campus
		+ How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
		+ Revenue Analysis
		+ Student to faculty ratio
		+ Course/section fill rates
		+ Enrollment trends
		+ Credit hours earned year to year
		+ Scheduling efficiency
 |  |
| * 1. What are the findings of the cost-effectiveness analysis?
 |  |
| 2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside fundingsource? Please explain. |  |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) |  |
| 2.5 How will the college increase the cost- effectiveness of this program? |  |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. |  |
| **Indicator 3: Quality** | **Response** |
| 3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare? |  |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?  |  |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation. |  |
| 3.4 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathwayelements. |  |
| 3.5 What innovations, that contribute to quality or academic success, have been implementedwithin this program that other colleges would want to learn about? |  |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?  |  |
| 3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program?In what ways can these opportunities be improved? |  |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.automotive technology, ASE). |  |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. |  |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. |  |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. |  |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? |  |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?What opportunities exist for other partnerships? |  |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? |  |
| 3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed? |  |
| 3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion? |  |
| 3.17 What is the status of the current technology and equipment used for this program? |  |
| 3.18 What assessment methods are used to ensure student success? |  |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? |  |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)  |  |
| 3.21 How satisfied are students with their preparation for employment?How is this student satisfaction information collected? |  |
| 3.22 How does the program advisory committee contribute to the quality of the program? Howcan this engagement be improved?  |  |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)  |  |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?How is employer satisfaction information collected? |  |
| 3.25 What are the program’s strengths? |  |
| 3.26 What are the identified or potential weaknesses of the program? |  |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. |  |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. |
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| **Performance and Equity**Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort. |
| CTE Program |  |
| CIP Code |  |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled |  |  |  |  |  |
| Number of Completers |  |  |  |  |  |
| Other (Please identify) |  |  |  |  |  |
| What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)  |  |
| How does the data support the program goals?Elaborate.  |  |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. |  |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. |  |
| Are the students served in this program representative of the total student population? Pleaseexplain. |  |
| Are the students served in this program representative of the district population? Pleaseexplain. |  |
| **Review Results** |
| **Action** | * Continued with Minor Improvements
* Significantly Modified
* Placed on Inactive Status
* Discontinued/Eliminated
* Other (please specify)
 |
| **Summary Rationale** Please provide a brief rationale for the chosenaction. |  |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timelineand/or dates for each step. |  |
| **Program Objectives**If program objectives are not being met, what action steps will be taken to achieve program objectives? |  |
| **Performance and Equity**To what extent are action steps being implemented to address equity gaps, including racial equity gaps? |  |
| **Resources Needed** |  |
| **Responsibility**Who is responsible for completing or implementing the modifications? |  |