

## HCTC ACADEMIC PROGRAM REVIEW QUALITY ASSURANCE CHECKLIST

Each academic program has been assigned an administrative assistant who will provide support to the program coordinator in completing the program review in Compliance Assist. Please establish contact with that person at the beginning of the academic year so that you can complete the program review according to the program review deadlines established by Academic Services.

- Contact with Administrative Assistant established.
- Administrative assistant provided support throughout the completion of the program review.

SECTION	SUB-SECTION	CHECKLIST
<b>Program Profile</b>		<input type="checkbox"/> Provide the program name, program coordinator name, and date program initiated. <input type="checkbox"/> Indicate program type with an "X": whether program offers degrees, diplomas, certificates. <input type="checkbox"/> Review curriculum and include date reviewed (this information is also included in section VIII. D1). <input type="checkbox"/> Review program information sheet and revise if applicable; include date reviewed. <input type="checkbox"/> Review program webpage and revise if applicable; include date reviewed. <input type="checkbox"/> Review MOAs if applicable; revise accordingly; include date reviewed (MOA list is included in section VIII.C5).
<b>I. Program Description/ Information</b>	A. Purpose Mission of Program	<input type="checkbox"/> Provide the program description from the KCTCS Catalog.
	B. Competencies	<input type="checkbox"/> Provide a list of general education and program competencies from your curriculum documentation.
	C. Marketing , Promotion, or Recruitment Activities	<input type="checkbox"/> Identify program marketing, promotion, or recruitment activities in the Sources section. <input type="checkbox"/> Describe your role in these activities. <input type="checkbox"/> Complete the web address of the program webpage. <input type="checkbox"/> The web address of the program information in the KCTCS Catalog has been provided, please provide the page numbers of your program information. <input type="checkbox"/> Upload your program information sheet in the Sources section.
<b>II. Program Outcomes</b>	Enrollment	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students enrolled by term.</li> <li>• The data for this outcome is provided in the IR Summary data tables labeled "Enrollment-Gender, Enrollment-Ethnicity, Enrollment-Age, Enrollment-Campus."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or

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		<p>Assessment and Continuous Enhancement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc.</li> <li><input type="checkbox"/> Provide fall term data in the Results section; when reporting percentages, also report the numbers that make up the percentage.</li> <li><input type="checkbox"/> Provide spring term data in the Results section; when reporting percentages, also report the numbers that make up the percentage.</li> <li><input type="checkbox"/> Provide summer term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage.</li> <li><input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met.</li> <li><input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section.</li> <li><input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information.</li> <li><input type="checkbox"/> In the Analysis section, include an enrollment breakdown per term by gender, ethnicity, age, and home campus (Please note that the home campus data provided is the home campus code chosen by the student upon college enrollment; it is NOT necessarily where they are enrolled in program courses).</li> <li><input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term data with previous year's fall term data; note increase or decrease.</li> <li><input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's spring term data with previous year's spring term data; note increase or decrease.</li> <li><input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's summer term data with previous year's summer term data, if applicable; note increase or decrease.</li> <li><input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met.</li> <li><input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome.</li> </ul>

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		<input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
	In-Semester Retention	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students who start a term and finish the same term without processing a total withdrawal from the college or program.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled "In-Semester Retention."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide fall term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide spring term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term data with previous year's fall term data; note increase or decrease. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's spring term data with previous year's spring term data; note increase or decrease. <input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met.

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		<input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome. <input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
	Course Retention / Student Success	<ul style="list-style-type: none"> <li>• This outcome measures the percentage of program students enrolled in program courses who earn a successful grade of ABC or D, if applicable.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled "Course Retention."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide fall term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide spring term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term data with previous year's fall term data; note increase or decrease. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's spring term data with previous year's spring term data; note increase or decrease.

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	Persistence	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students who start the fall term minus those who totally withdrew in fall term, minus those who graduate in fall term, and minus those who don't re-enroll for the spring term.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled "Persistence."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide fall term to spring term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term to spring term data with previous year's fall term to spring term data; note increase or decrease. <input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met.

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		<input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome. <input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
	Completers	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students who complete a program credential during the summer, fall, and spring terms.</li> <li>• The data for this outcome is provided in the IR Summary data tables labeled "Completers-Unduplicated and Completers-Per Credential."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide summer term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide fall term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide spring term data in the Results section; when reporting percentages, also report the numbers that make up the percentage. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term data with previous year's fall term data; note increase or decrease.

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		<input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's spring term data with previous year's spring term data; note increase or decrease. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's summer term data with previous year's summer term data, if applicable; note increase or decrease. <input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met. <input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome. <input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
	Transfer	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students who transfer to a four-year institution within three years as reported through the National Student Clearinghouse. Please note that this outcome is not measured in all programs.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled "Grads Transfer 4-Yr."</li> <li>• It is possible that students who graduated in the current year's summer and fall terms may have transferred by the current year's spring term and therefore transfer data would be available. When discussing data for this group, report that this data is for summer and fall graduates who have transferred "thus far."</li> <li>• Please note that graduates from the two previous years will not have completed the National Student Clearinghouse three year tracking cycle; report that data for these two groups as those who have transferred "thus far."</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART. <input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide any current academic year data in the Results section; when reporting percentages,

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		<p>also report the numbers that make up the percentage. If no current year graduates have transferred “thus far,” report that along with the data for the previous year’s graduates who have transferred “thus far.”</p> <p><input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met.</p> <p><input type="checkbox"/> Edit the sentence provided “Outcome Met or Outcome Not Met” to state whether “the outcome was met” or “the outcome was not met” in the Results section.</p> <p><input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information.</p> <p><input type="checkbox"/> Write a sentence (s) in the Analysis section that compares/contrasts the current year’s graduates who have transferred if any, to how many of the previous year’s graduates have transferred “thus far.” If no current year’s graduates have transferred “thus far,” compare and contrast the previous two years of graduates who have transferred “thus far.”</p> <p><input type="checkbox"/> Include in the Analysis section the transfer percentage of the last two groups of graduates who have completed the National Student Clearinghouse three-year tracking cycle for a transfer percentage comparison. See Explanation of Data section on summary table.</p> <p><input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met.</p> <p><input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome.</p> <p><input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year’s outcome and type it in the Next Year’s Program Outcome section.</p>
	Placement	<ul style="list-style-type: none"> <li>• This outcome measures the number of program students who graduated in the previous academic year who report employment through the TEDS Student Follow-Up process.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled “Job Placement.”</li> </ul> <p><input type="checkbox"/> Type in the goal statement.</p> <p><input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART).</p> <p><input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year’s program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART.</p>

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		<input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide the previous year graduates' data in the Results section; when reporting percentages, also report the numbers that make up the percentage. Include the number of completers from the previous year and how many were reported for Student Follow-Up. Provide the number from each category on the IR summary table. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts the previous year graduates' data with the prior year graduates' data; note increase or decrease. <input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met. <input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome. <input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
	Assessment/ Licensure/ Other Exams	<ul style="list-style-type: none"> <li>• This outcome measures the pass rate of students who complete their program licensure exam, NOCTI post-test, or other end of program assessment.</li> <li>• The data for this outcome is provided in the IR Summary data table labeled "NOCTI" IF the end of program's assessment instrument is the NOCTI post-test. If a different end of program assessment is used, then the program coordinator will provide the data.</li> </ul> <input type="checkbox"/> Type in the goal statement. <input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART). <input type="checkbox"/> Type in outcome; already written in each section of last year's program review – see end of Analysis section; revise if necessary to ensure outcome is SMART.

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		<input type="checkbox"/> Type in the full name of your end of program assessment such as NOCTI Computer Technology Assessment, Test 4022 v1 Written. <input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc. <input type="checkbox"/> Provide in the Results section the number of summer, fall, and spring graduating students who were notified to take the end of program assessment and how many actually took it along with the comparison to cut scores or national averages, if using the ASE or NOCTI as the end of program assessment. If using another end of program assessment such as a licensure exam, report completed data for the most recent group of graduates, as well as any data available on current year's graduates; report the number of graduates for the year and the number who passed and then provide the percentage. <input type="checkbox"/> Provide to the administrative assistant assigned to you the student's name, EmplId, complete name of the licensure or certification the student has completed, exam date, test scores, and whether the student failed the exam (DID NOT PASS), passed the exam the first time it was taken (PASS-FIRST ATTEMPT), or whether the student passed the exam after multiple tries (PASS-MULTIPLE ATTEMPTS) so that the information can be entered into PeopleSoft after each group of graduates. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's fall term data with previous year's fall term data; note increase or decrease. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's spring term data with previous year's spring term data; note increase or decrease. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts this year's summer term data with previous year's summer term data, if applicable; note increase or decrease. <input type="checkbox"/> Compare and contrast in the Analysis section the most recent completed set of data for graduating students to the prior year's completed set of data for graduating students, if using

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		<p>another end of program assessment such as a licensure or certification exam.</p> <p><input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met.</p> <p><input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome.</p> <p><input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.</p>
	Student Satisfaction	<ul style="list-style-type: none"> <li>• This outcome measures the satisfaction of students enrolled in program courses through the fall term Student Evaluation of Instruction survey; spring term survey results may also be available if program students were surveyed.</li> <li>• The data for this outcome is provided in the IR Summary data tables labeled "Student Satisfaction-Fall and/or "Student Satisfaction-Spring."</li> <li>• Review summary for your program which will be uploaded by the HCTC IR Coordinator in Sources.</li> </ul> <p><input type="checkbox"/> Type in the goal statement.</p> <p><input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART).</p> <p><input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART.</p> <p><input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement.</p> <p><input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc.</p> <p><input type="checkbox"/> Provide fall term data in the Results section; when reporting percentages, also report the numbers that make up the percentage.</p> <p><input type="checkbox"/> Provide spring term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage.</p> <p><input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met.</p> <p><input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section.</p> <p><input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in</p>

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	Program Satisfaction	<ul style="list-style-type: none"> <li>• This outcome measures the program satisfaction of current academic year summer, fall, and spring graduates who completed the Program Satisfaction Survey for Graduates.</li> <li>• The data for this outcome will be uploaded in Sources by the HCTC IR Coordinator when survey results become available.</li> </ul> <p><input type="checkbox"/> Type in the goal statement.</p> <p><input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART).</p> <p><input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year's program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART.</p> <p><input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement.</p> <p><input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc.</p> <p><input type="checkbox"/> Provide fall term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage.</p> <p><input type="checkbox"/> Provide spring term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage.</p> <p><input type="checkbox"/> Provide summer term data in the Results section if applicable; when reporting percentages, also report the numbers that make up the percentage.</p> <p><input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met</p>

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	Employer Satisfaction	<ul style="list-style-type: none"> <li>• This outcome measures the employer satisfaction of those program students who graduated in the previous academic year and reported employment in the program field through the TEDS Student Follow-Up process.</li> <li>• The data for this outcome is provided in the IR Summary data tables labeled “Employer Satisfaction.”</li> </ul> <p><input type="checkbox"/> Type in the goal statement.</p> <p><input type="checkbox"/> Ensure that outcome is Specific, Measurable, Attainable, Relevant, Time-bound (SMART).</p> <p><input type="checkbox"/> Type in outcome; the outcome is already defined in the previous year’s program review – see the end of the Analysis section; revise outcome if necessary to ensure outcome is SMART.</p> <p><input type="checkbox"/> Type in any additional assessment tools not provided by HCTC Institutional Research or Assessment and Continuous Enhancement</p> <p><input type="checkbox"/> Upload any assessment tools in the Requirement Sources section, such as survey instruments, etc.</p>

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		<input type="checkbox"/> Provide the previous year graduates' data in the Results section; when reporting percentages, also report the numbers that make up the percentage. Include the number of Employer Follow-Ups from the previous year and how many employers responded to the Employer Survey. Provide the combined number of Very Good and Good from each of the three categories: overall rating of technical knowledge, overall rating of work attitude, and overall rating of vo-tech training from the IR summary table. <input type="checkbox"/> Provide complete data in the Results section which fully explains how the outcome was met or not met. <input type="checkbox"/> Edit the sentence provided "Outcome Met or Outcome Not Met" to state whether "the outcome was met" or "the outcome was not met" in the Results section. <input type="checkbox"/> In the Analysis section, please do not delete any of the headings where you need to type in specific information. <input type="checkbox"/> Write a sentence(s) in the Analysis section that compares/contrasts the previous year graduates' data with the prior year graduates' data; note increase or decrease. <input type="checkbox"/> Explain in the Analysis section what WAS done to achieve the outcome OR explain what WILL be done to achieve the outcome if it was not met. <input type="checkbox"/> Provide a list in the Analysis section of the strategies to be implemented next year to achieve the outcome. <input type="checkbox"/> Review again your outcome, your results, and your analysis. Based on this review, write next year's outcome and type it in the Next Year's Program Outcome section.
<b>III. Student Learning Outcomes</b>	A. Course Assessment Forms	<input type="checkbox"/> Upload completed course assessments for fall and spring terms in the Sources section. <input type="checkbox"/> Upload completed Program Course Assessment Summary Form in the Sources section.
<b>IV. Assessment Tools</b>	A. Assessment Tools	<input type="checkbox"/> Identify tools not already reported in the Course Assessment forms and report results/actions plans/strategies with implementation date. <input type="checkbox"/> If none, state "Additional assessment tools not utilized."
<b>V. Support Services</b>	A. Support Services Evaluation	<input type="checkbox"/> Indicate how the Library, Academic Resource Center, and Admissions support your program. <input type="checkbox"/> Indicate how each of them could improve your program.
<b>VI. Program Planning/ Evaluation / Improvement</b>	A. Program Planning / Evaluation/ Improvement	<input type="checkbox"/> For #1: Type in the weaknesses and recommendations from the previous year's Program Review Summary Form (referencing that document) and summarize how those weaknesses

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<p><b>Note:</b> One of the most important sections, read carefully for content quality and completeness.</p>		<p>and recommendations were addressed in the current year.</p> <p><input type="checkbox"/> For #1: Include any other information on how you have strengthened the program.</p> <p><input type="checkbox"/> For #2: In last year's program review you identified challenges your program faced that year and you developed strategies (see #5 in last year's program review, Section VI Program Planning/ Evaluation/ Improvement); type those strategies into this section and report the status of each.</p> <p><input type="checkbox"/> For #3: Review the 2014 CCSSE Results survey items identified by the CCSSE Committee that have a large gap between the faculty perception percentage and the student-reported percentage (ex: Student/Faculty Interaction CCSSE Benchmark - 40 Received prompt feedback...). Identify the survey item under one of the CCSSE benchmarks and report both the student-reported percentage, faculty perception percentage, and the gap percentage. Record the strategies you develop in the 2014-15 academic year to address the gap. You will deploy these strategies in your program classes during the 2015-16 academic year and report on the effectiveness of the strategies you implemented in the 2015-16 program review.</p> <p><input type="checkbox"/> For #3: Do NOT just report how your program promotes active and collaborative learning, or promotes student effort, or academically challenges students, or promotes faculty-student interaction, or provides support for learners – this is NOT what is expected for this section.</p> <p><input type="checkbox"/> For #4: List the top three strengths of your program.</p> <p><input type="checkbox"/> For #5: List the challenges faced by your program this year and indicate the strategies you will use next year to address these challenges; you will be reporting on how you implemented these strategies in next year's program review.</p> <p><input type="checkbox"/> For #6: Provide an overall summary of what needs to be done next academic year to improve your program.</p> <p><input type="checkbox"/> For #7: List the top three specific program resources or budget needs you will need for next year, including vendor and cost if possible; this information will be used in the Needs Assessment process as next year's college budget is developed or for Perkins budget requests.</p>
<p><b>VII. Other</b></p>	<p>A. Additional Info</p>	<p><input type="checkbox"/> Include any other information relevant to this year's program review or plans for program improvement NOT already addressed in this review.</p> <p><input type="checkbox"/> If no other information is provided, type in "No additional information."</p>
<p><b>VIII. Addendum to the Program Review</b></p>	<p>A1. Enrollment Information</p>	<ul style="list-style-type: none"> <li>• The administrative assistant assigned to your program has been trained on how to read the IR program review summary tables and will type in this information using last year's</li> </ul>

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		<p>completed program review and this year's IR program review summary tables.</p> <p><input type="checkbox"/> Administrative assistant has entered current year and previous year's data.</p>
	A2. Student Retention	<ul style="list-style-type: none"> <li>• The administrative assistant assigned to your program has been trained on how to read the IR program review summary tables and will type in this information using last year's completed program review and this year's IR program review summary tables.</li> </ul> <p><input type="checkbox"/> Administrative assistant has entered current year and previous year's data.</p>
	A3. Student Persistence	<ul style="list-style-type: none"> <li>• The administrative assistant assigned to your program has been trained on how to read the IR program review summary tables and will type in this information using last year's completed program review and this year's IR program review summary tables.</li> </ul> <p><input type="checkbox"/> Administrative assistant has entered current year and previous year's data.</p>
	A4. Student Graduation, Placement and Transfer	<ul style="list-style-type: none"> <li>• The administrative assistant assigned to your program has been trained on how to read the IR program review summary tables and will type in most of this information using last year's completed program review and this year's IR program review summary tables.</li> </ul> <p><input type="checkbox"/> Administrative assistant has entered current year and previous year's data on number of unduplicated graduates per term.</p> <p><input type="checkbox"/> Review your program credentials available in the current HCTC Program Inventory.</p> <p><input type="checkbox"/> Type in the names of each credential in the current HCTC Program Inventory (degree with option (s) if applicable, diploma(s), certificate (s) in the number of credentials awarded section and provide the number awarded for each credential for each term. This table will help you identify any program credentials which have not been awarded in the past two years and that you might need to deactivate.</p> <p><input type="checkbox"/> Click on the links in the box to find and provide local, state, and national occupational statistics (KRADD Occupational Outlook (<a href="http://www.workforcekentucky.ky.gov/gsipub/index.asp?docid=429">http://www.workforcekentucky.ky.gov/gsipub/index.asp?docid=429</a>), Kentucky Occupational Outlook (<a href="http://www.workforcekentucky.ky.gov/">http://www.workforcekentucky.ky.gov/</a>), U.S. Bureau of Labor Statistics Occupational Handbook Outlook (<a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a>) and America's Career InfoNet (<a href="http://www.acinet.org/">http://www.acinet.org/</a>)) to describe the job market—starting salary, availability of jobs, national trends. Also review the KCTCS high-wage, high-demand information.</p> <p><input type="checkbox"/> Complete the placement rate and continuance rate table. Remember to include the number of graduates for the current year even though the rest of the data for that row will be unavailable.</p>

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		<input type="checkbox"/> Provide any other information related to students' employment or transfer, if applicable.
	A5. End of Program Assessment	<input type="checkbox"/> Enter the full name of the end of program assessment instrument under Assessment Name. <input type="checkbox"/> Using the end of program assessment results, provide the number who completed the assessment in both the fall and spring terms and the test dates.
	A6. Other Assessments	<ul style="list-style-type: none"> <li>• If you use a licensure or certification exam, complete this section.</li> <li>• If you do not, state "none."</li> </ul> <input type="checkbox"/> Provide the exam data for the last two years (exam name, exam date, number tested first-time, number passed first-time, calculate first-time pass rate percentage, report number passed after multiple attempts within 12 months of graduation).
	B1. Program Advisory Committee Members & Recommendations	<input type="checkbox"/> Review program advisory committee member list for the year and finalize list. Upload list in the Sources section. <input type="checkbox"/> Make contact with members to schedule the fall term meeting and the spring term meeting. <input type="checkbox"/> Call each member right before the fall and spring meeting dates to remind them to attend. <input type="checkbox"/> Conduct the fall term meeting and prepare the meeting minutes; upload minutes in the Sources section. <input type="checkbox"/> Conduct the spring term meeting and prepare the meeting minutes; upload minutes in the Sources section. <input type="checkbox"/> List improvements made based on Program Advisory Committee's meetings and recommendations in the Narrative box.
	C1. Budget	<input type="checkbox"/> Provide the program budget amount and the amount spent. <input type="checkbox"/> Provide the Perkins amount and the amount spent, if applicable. <input type="checkbox"/> Provide any budget-related issues or future budgetary needs. If no issues or needs, then state "none."
	C2. Facilities	<input type="checkbox"/> Identify facility needs or state "Facilities meet current program needs."
	C3. Faculty	<input type="checkbox"/> List all program full and part-time faculty and indicate whether they are full-time or part-time.
	C4. Professional Development	<input type="checkbox"/> Provide PROGRAM-SPECIFIC professional development activities ONLY that program faculty participate in during the current academic year. <b>Do NOT include general professional</b>

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		<b>development.</b>
	C5. Memorandum of Agreement (MOAs)	<input type="checkbox"/> If your program has Memorandums of Agreement (MOA), complete this section. <input type="checkbox"/> List the external agencies with which your program has established MOAs. <input type="checkbox"/> If your program does NOT have Memorandums of Agreement, state "No MOAs."
	D1. Curriculum and Credential Changes	<input type="checkbox"/> List any curriculum changes that occurred this year. If none, state "None." <input type="checkbox"/> List any curriculum changes planned for next year. If none, state "None." <input type="checkbox"/> List new credential offerings added to the program this year. If none, state "None." <input type="checkbox"/> List any credential deactivation(s) recommended for next year. If none, state "None." <input type="checkbox"/> Explain how the curriculum is different from existing programs at other institutions or that access to these programs is limited. <input type="checkbox"/> Explain the pursuit of collaborative opportunities with similar programs at other institutions (i.e., KCTCS Curriculum Committee) and how collaboration will increase effectiveness and efficiency.

### ORAL PROGRAM REVIEWS

Academic Services will provide the dates for the program review oral presentations.

Use the Program Review Oral Presentation Summary Format provided by Academic Services to prepare your 30-minute oral presentation. Make 15 copies (front and back). Your presentation will discuss: improvements made in your program this year, challenges for your program next year, budgetary or facility concerns, how students performed on end of program assessments; job placement and/or transfer, report if met all outcomes (if not met all, then specify which outcomes not met and why, as well as any significant findings from Section II Program Outcomes, and what you did to improve student learning.