

## Program Profile

Your program's profile should reflect the current status of your program. An example of a completed program profile may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

You may update your program's profile by accessing the "Edit Page" function under the "Options" drop-down list in the upper right-hand corner of this screen. Within the "editable" field, update your profile elements within the "boxes" provided. Upon completion, "Save and Close" the requirement and navigate to the either a 12-month follow-up report template or a program review report template, as appropriate for your program.

Program Name:	
Division:	
Person Reporting:	
Degrees Awarded:	
Diplomas Awarded:	
Certificates Awarded:	

**Regional Accreditation:** Commission on Colleges of the Southern Association of Colleges and Schools (SACS) **Process** - Western Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees. SACS requires WPCC to provide facilities, services, and other learning/information resources that are appropriate to support its teaching and service mission. SACS conducts extensive audi and site evaluations. **Status** - The College was found to be in compliance during our last decennial reaffirmation in 2003. The College was found to be in compliance during our Fifth-Year Interim Report in 2009. The College will undergo our next decennial reaffirmation in 2014.

**Professional Accreditation, if applicable:**  
**Process** -  
**Status** -

## I.A.

### Program Description/Competencies

Please provide your program's description and competencies from the current College catalog in the narrative box below. Competencies are measurable or observable knowledge, skills, abilities, or other behaviors that you expect your students to possess upon graduation. Instructional programs should present six to ten general education and program-specific competencies. An example of a completed program description and competencies list may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, provide your program's description using the template provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

**Program Description:**

<i>Upon successful completion of this program, the student should be able to:</i>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

## I.B.

### Link our Mission Statement to Program Competencies via College Goal Statements

Each program must establish linkage between their program competencies in I.A. and the College's mission. The College's mission is to provide accessible, high-quality education that improves lives and promotes growth in our community. WPCC's stockholders developed and validated 52 planning assumptions focused on defining our institution and customers within the context of our environment. Further analysis identified critical issues or core values which were articulated into ten (10) goal statements. These ten goal statements guide the College's approach to accomplishing our mission. Program competencies are linked to the College's mission by articulating the relationship of the competency to one or more of the College's ten goal statements.

In the narrative box below, list the goal statement(s) applicable to each competency and nest the competency under the applicable statement. The College's ten goal statements and an example of a completed linkage of mission statement to program competencies via college goal statements may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, establish linkage between your competencies and the College's mission using the template provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

This program directly supports the College's mission of providing accessible, high-quality education that improves lives and promotes growth in our community. Linkage of program competencies to the College mission is demonstrated by nesting the applicable program competency under the College goal statement (s) which the competency supports. The process of identifying and assessing competencies through representative outcomes will be addressed in Section II, "Competency/Outcomes Identification and Assessment".

- (State the applicable goal statement or statements supported by the competency.)
  - ("Nest" the program competency or competencies under the goal statement(s) supported by the competency.)

## I.C.

### Staffing Overview

In the table provided, list the number of full-time and part-time employees in your program, their average years on staff, and the average teaching load of the faculty by category. Estimates will be accepted. Below the narrative's table, please share any information that will help the reader better understand your program's staffing patterns. The Office of Planning and Research will report the ratio of full and part-time faculty to students based upon contact hours delivered within each program area.

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, report the number of full-time and part-time employees, the average years on staff, and the average teaching load of the faculty using the template provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Status	Number	Average Years on Staff at WPC	Average Teaching Load per Semester (Work Units)	Percent of Contact Hours Taught (Most recent academic year)
Full-time				
Part-time				

Narrative:

## I.D.

### Student Population Overview

The data below represents the general curriculum student body. Your program's students may not reflect the general student body. It is important that programs have an understanding of whom they serve and how characteristics of those they serve impact programs. (offerings, outcomes, etc.) If your students have unique demographics, the planning and research office stands ready to assist you in obtaining data and displaying it.

Upon completion, navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Ethnicity	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
White	83.3%	81.8%	80.7%	80.0%	81.3%	
Black	7.5%	7.8%	9.3%	9.9%	7.9%	
Native American	.1%	.1%	.2%	.3%	.4%	
Hispanic	1.5%	1.9%	1.9%	2.4%	2.9%	
Asian	5.4%	6.0%	6.2%	5.8%	6.3%	
Other	2.4%	2.4%	1.7%	1.4%	1.2%	

## I.E.

### Innovations

Programs often enhance and expand student learning opportunities through innovations. Innovations may include new programs/coursework, new methods/processes, state-wide or national efforts, diversity applied to curriculum, technology, distance learning, service learning, and innovative funding sources.

As applicable, please share the innovations your program has initiated since your last program review in the space below.

An example of program innovations may be accessed via the "Document Directory" located to the left on the tab bar or [by right clicking on this link and opening the document in a new window or tab.](#)

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, share the innovations your program has initiated since your last program review using the template provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

New Programs/Coursework

New Methods/Processes

New Technology

New Funding

## II.A

### Student Learning Outcome #1

Defining competencies, developing outcomes to assess competencies, assessing outcomes, and using the assessment results to improve programs are the heart of a program review. As you know, competencies are measurable or observable knowledge, skills, abilities, or other behaviors critical to success in a role or function. In Section I.A. you identified and presented competencies that you expect your students to possess upon graduation. In Section I.B. you demonstrated how your program competencies are linked to the College mission. In this section you will articulate how your competencies and their related

student learning outcomes were identified and how your program determines the extent to which students attain those competencies/outcomes. As a reminder, outcomes are active-voice, competency-based performance statements of specific, assessable results from learning activities. For our purposes, student learning outcomes (SLOs) will be either general education SLOs or program-specific SLOs. Administrative outcomes, those outcomes that may not directly benefit students, will be addressed in Section III.

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#). Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

II. A. Student Learning Outcome #1

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:



Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
____%	____%	____%	____%	____%	____%	____%

State the assessment results: The standard was met/not met. (**Bold** as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

-  II.A. Student Learning Outcomes Example
-  II.Competencies/Outcomes Instructions

## II.B

### Student Learning Outcome #2

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#). Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:



Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
____%	____%	____%	____%	____%	____%	____%

State the assessment results: **The standard was met/not met.** (Bold as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

-  II.A. Student Learning Outcomes Example
-  II.C. Competencies/Outcomes Instructions

## II.C

### Student Learning Outcome #3

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:

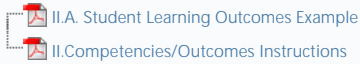
Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
_____%	_____%	_____%	_____%	_____%	_____%	_____%

**State the assessment results: The standard was met/not met. (Bold as appropriate)**

**Explain how the assessment results are being used to improve the program:**

## Sources



## II.D

### Student Learning Outcome #4

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab.](#)

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

**State the program competency upon which the student learning outcome is based:**

**Explain the process of identifying the program competency:**

**Explain the process of identifying the program outcome:**

**State the intended student learning outcome:**

**State the means of assessing the student learning outcome:**

**State the criteria for success:**

**Present a summary of the assessment data collected:**





\_\_\_\_%                      \_\_\_\_%                      \_\_\_\_%                      \_\_\_\_%                      \_\_\_\_%

**State the assessment results: The standard was met/not met.** (Bold as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

 II.A. Student Learning Outcomes Example  
 II.Competencies/Outcomes Instructions

## II.E

### Student Learning Outcome #5

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development     In Review     Published

### Judgment

Meets Standards     Does Not Meet Standards     Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:



Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
_____%	_____%	_____%	_____%	_____%	_____%	_____%

State the assessment results: **The standard was met/not met.** (Bold as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

II.A. Student Learning Outcomes Example  
II.C. Competencies/Outcomes Instructions

## II.F

### Student Learning Outcome #6

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:



Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
____%	____%	____%	____%	____%	____%	____%

State the assessment results: **The standard was met/not met.** (Bold as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

 II.A. Student Learning Outcomes Example  
 II.C. Competencies/Outcomes Instructions

## II.G

### Student Learning Outcome #7

Use the templates below to - 1) articulate how your competencies and their related student learning outcomes were identified, 2) state the intended student learning outcomes to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed competencies, outcomes, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the student learning outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended student learning outcome:

State the means of assessing the student learning outcome:

State the criteria for success:

Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
_____%	_____%	_____%	_____%	_____%	_____%	_____%

State the assessment results: **The standard was met/not met.** (Bold as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources



## III.A.

### Administrative Outcome #1

#### Program-Identified Administrative Competencies, Outcomes, and Assessments (OPTIONAL)

This section is **optional** and is intended to provide you with the opportunity to identify and assess administrative competencies/outcomes that are important to your program, but that are not addressed elsewhere.

As stated in Section II, defining competencies, developing outcomes to assess competencies, assessing outcomes, and using the assessment results to improve programs are the heart of a program review. While those competencies/outcomes addressed in Section II directly benefit students, other competencies/outcomes may directly benefit the institution and only indirectly benefit students. Those competencies/outcomes are referred to as administrative outcomes and might include such outcomes as program enrollment, graduation rates, FTE, or state-mandated critical success measures. Section IV, "Enhanced Accountability Measures", follows this section and addresses administrative outcomes that are applicable to all of our instructional programs. (Section III outcomes address program operating efficiency, FTE, enrollment, licensure, awards, advisory committee participation, quality assessments, retention, employment, and job placement.) If your program has administrative outcomes that are not addressed in Section IV, but that you wish to address in your program review, please do so in this section.

Use the templates below to - 1) articulate how your program's administrative competency and its related administrative outcome were identified, 2) state the intended administrative outcome to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed administrative competency, outcome, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and

navigate to the next requirement using the upper-right, green navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

### III. A. Administrative Outcome #1

State the program competency upon which the administrative outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended administrative outcome:

State the means of assessing the administrative outcome:

State the criteria for success:

Present a summary of the assessment data collected:

2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
___%	___%	___%	___%	___%	___%

State the assessment results: The standard was met/not met. (**Bold** as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

-  II. Competencies/Outcomes Instructions
-  III. Administrative Competencies/Outcomes/Assessment Example

### III.B.

#### Administrative Outcome #2

This section is **optional** and is intended to provide you with the opportunity to identify and assess administrative competencies/outcomes that are important to your program, but that are not addressed elsewhere.

As stated in Section II, defining competencies, developing outcomes to assess competencies, assessing outcomes, and using the assessment results to improve programs are the heart of a program review. While those competencies/outcomes addressed in Section II directly benefit students, other

competencies/outcomes may directly benefit the institution and only indirectly benefit students. Those competencies/outcomes are referred to as administrative outcomes and might include such outcomes as program enrollment, graduation rates, FTE, or state-mandated critical success measures. Section IV, "Enhanced Accountability Measures", follows this section and addresses administrative outcomes that are applicable to all of our instructional programs. (Section III outcomes address program operating efficiency, FTE, enrollment, licensure, awards, advisory committee participation, quality assessments, retention, employment, and job placement.) If your program has administrative outcomes that are not addressed in Section IV, but that you wish to address in your program review, please do so in this section.

Use the templates below to - 1) articulate how your program's administrative competency and its related administrative outcome were identified, 2) state the intended administrative outcome to be assessed, 3) identify the means of outcomes assessment, 4) the criteria for success, 5) the results of outcomes assessment over time, and 6) explain how the assessment results are being used to improve the program.

An example of a completed administrative competency, outcome, and assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, articulate your program's competencies, outcomes, and assessments using the templates provided. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

State the program competency upon which the administrative outcome is based:

Explain the process of identifying the program competency:

Explain the process of identifying the program outcome:

State the intended administrative outcome:

State the means of assessing the administrative outcome:

State the criteria for success:

Present a summary of the assessment data collected:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

State the assessment results: The standard was met/not met. (**Bold** as appropriate)

Explain how the assessment results are being used to improve the program:

## Sources

-  II.Competencies/Outcomes Instructions
-  III. Administrative Competencies/Outcomes/Assessment Example

## IV.A.

### Program Operating Efficiency

Program operating efficiency is an enhanced accountability measure established by the college. This measure is often referred to as Return-On-Investment or "ROI". This ratio of direct program expenditures to budget Full-Time Equivalent (FTE) earned by program resources is used as an indicator of fiscal responsibility. The "Cost/FTE" should be the "Expenditure" amount divided by the "FTE" amount. The "FTE" amount is the FTE generated by program resources, not the FTE earned by students "coded" to the program. Western Piedmont Community College's Controller and Director of Planning and Research will calculate and post each program's operating efficiency ratios. When available, multiple fiscal year ratios will be posted.

Program coordinators are invited to provide information in the narrative section to help the reader better understand those activities or spending patterns which positively or negatively impacted upon a program's operating efficiency ratios. Generally speaking, when a program's "Cost/FTE" ratio exceeds \$3,500, an explanation is expected and appreciated.

An example of a completed program operating efficiency template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, add any comments to help the reader better understand your program's spending patterns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Year	Expenditures	FTE	Cost/FTE	Budget Allocated
2011-2012				
2010-2011				
2009-2010				
2008-2009				

Comments:

## IV.B.

### Program FTE

Program Full-Time Equivalency (FTE) is an enhanced accountability measure established by the college. Program FTE is based upon the budget FTE earned by courses taught by faculty employed by and funded through this program's budget. The FTE accounts for all students in these classes, without regard to the student's program of study and is an indicator of program viability. Currently, the state only reimburses for budget FTE earned during the fall and spring terms. Western

Piedmont Community College's Director of Planning and Research will calculate and post each program's budget FTE. When available, multiple year FTE counts will be posted.

Program coordinators are invited to provide information in the narrative section to help the reader better understand FTE-generating activities which positively or negatively impacted upon a program's annual budget FTE. Factors such as low enrollment, small class size, and program structure might be addressed. When budget FTE numbers are low, an explanation is expected and appreciated.

An example of a completed program's budget FTE template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, add any comments to help the reader better understand your program's FTE patterns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Year	Program-Earned FTE
2011-2012	
2010-2011	
2009-2010	
2008-2009	

Comments:

## IV.C.

### Enrollment

Program enrollment is an enhanced accountability measure established by the college. Program enrollment is based upon an unduplicated headcount of each student assigned to your program each term. Program enrollment is an indicator of program viability. Western Piedmont Community College's Director of Planning and Research will calculate and post each program's enrollment. When available, multiple year enrollment counts will be posted.

Program coordinators are invited to provide information in the narrative section to help the reader better understand enrollment activities which positively or negatively impacted upon a program's enrollment. When enrollment numbers are low, an explanation is expected and appreciated. The explanation might include strategies to increase enrollment. In addition, please share the current distance learning courses being offered in your program and your plans for any future distance learning courses.

An example of a completed program's enrollment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, add any comments to help the reader better understand your program's enrollment patterns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published



## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
<b>Unduplicated</b>	<b>Fall</b>	<b>Fall</b>	<b>Fall</b>	<b>Fall</b>	<b>Fall</b>	<b>Fall</b>	<b>Fall</b>
<b>Headcount</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>

**Impacts on Enrollment:**

**Distance Learning:**

- Current Distance Learning Courses Offered:
- Distance Learning Courses You Plan to Offer (include implementation date):

## IV.D.

### Certification/Licensure

Certification/licensure is an enhanced accountability measure established by the college. Program certification/licensure is an indicator of program viability. Program certification/licensure numbers are based upon the number of students/graduates who successfully completed a professional certification or licensure during the academic year. Not all programs have an associated professional certification or licensure. While some programs specifically prepare their students to take and pass their program's associated certification or licensure exam (Nursing/BLET), other programs may encourage, but not require students to take their associated professional exam (Surveying/Paralegal/Medical Office Administration).

The program coordinator will determine and post the number of students achieving certification/licensure each year. When available, multiple year certification/licensure counts will be posted. Program coordinators are invited to provide information in the narrative section to help the reader better understand the value of professional certification/licensure to their program. Programs that do not have an associated professional certification/licensure exam should state "**None**" in the "Name of Certification" column. Those programs with associated professional certification/licensure exams should put the name of the certification/licensure exam in the "Name of Certification" column and the number students who successfully completed the exam under the appropriate year. In the "Comments" area of the narrative, coordinators should indicate if the exam is required by the program or is optional, along with any information that will help the reader better understand the information presented such as exam cost, testing location, etc.

An example of a completed certification/licensure template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, add any comments to help the reader better understand your program's certification/licensure exam patterns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Name of Certification	Number of Students Earning Certification/Licensure During Academic Year							
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07

**Comments:**

## IV.E.

### Awards Earned

"Awards earned" is an enhanced accountability measure established by the college. "Awards earned" is an indicator of program viability. "Awards earned" numbers are based upon the number of graduates who successfully completed a degree, diploma, or certificate in the program during the academic year. The Director of Planning and Research will determine and post the number of students earning a degree/diploma/certificate in the program each year. When available, multiple year degree/diploma/certificate counts will be posted. Program coordinators are invited to provide information in the narrative section to help the reader better understand the pattern of awards earned for the periods reported.

An example of an "awards earned" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, add any comments to help the reader better understand your program's "awards earned" patterns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, green navigation arrows.

### Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Type of Award	Number of Students Earning an Award in the Program during the Academic Year							
	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Degree								
Diploma								
Certificate								
<b>Total</b>								

**Comments:**

## IV.F.

### Advisory Committee Update

Tracking Program Advisory Committee activities is an enhanced accountability measure established by the college. Programs are required to have at least one (1) advisory committee meeting each academic year.

Program coordinators are invited to provide information in the narrative section to help the reader better understand the impact of their advisory committee upon the effectiveness of the program. Using the template provided in the narrative section, please articulate your advisory committee activities, discussions, recommendations, and contributions to your program. List the dates of meetings, list significant discussions, list recommendations, and offer plans or intentions in response to the advisory committee's guidance. Ideas generated within the advisory committee environment may "spin-off" program planning objectives. A hyperlink is provided so that you can include the minutes of your advisory committee meeting(s).

An example of an advisory committee meeting template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template and add any comments to help the reader better understand your program's advisory committee contributions. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Date of Meeting:

Significant Discussions:

Recommendations:

Intended Actions/Intentions in Response to Committee Guidance:

**Link to Meeting Minutes:** [\(program\\_name\) Advisory Committee Meeting Minutes](#)

## IV.G.

### Additional Quality Assessments

Additional quality assessment activities are an enhanced accountability measure established by the college. The college conducts quality assessments for all curriculum students such as the "Completers", "Non-Completers", and "Employers" Surveys each year. Periodically, "Employee" surveys and "Needs Assessment" surveys are conducted. However, this data cannot normally be disaggregated to the program-level. Some programs gather additional data on graduates upon graduation and some period after graduation such as six months. Some programs survey both students and faculty on course content and methods, in addition to the regular end-of-course evaluations. Other programs survey their specific industry employers. If your program conducts any additional quality assessments, please share the type of assessment and the results to help the reader better understand the impact these activities have upon the effectiveness of the program.

Using the template provided in the narrative section, please indicate the type of assessment by putting a "Yes" or "No" in that column and briefly share the results. You may wish to include a hyperlink to the actual assessment instrument and analysis in the "Results" block. Ideas generated via these quality assessments may "spin-off" program planning objectives.

An example of a completed additional quality assessment template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template and add any comments to help the reader better understand your program's additional quality assessments. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, **green** navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Audience	Yes/No	Results
Students		
Instructors		
Completers		
Non-Completers		
Employers		
Other, please specify		

**Comments:**

### Sources



## IV.H.

### Retention Activities/Strategies

Retention activities and strategies are an enhanced accountability measure established by the college. Under "Comments" in the narrative section, please indicate those activities and strategies used in your program to retain students.

An example of a completed retention/strategies template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template and add any comments to help the reader better understand your program's student retention activities and strategies. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, **green** navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Comments:

## Sources

 IV.H. Retention Activities/Strategies Example

## IV.I.

### Employment Demand

Employment demand is an enhanced accountability measure established by the college. Under "Comments" in the narrative section, please indicate those activities and strategies used in your program to promote employment for your students.

An example of a completed employment demand template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template and add any comments to help the reader better understand those activities and strategies used in your program to promote employment for your students. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

Comments:

## Sources

 IV.I. Employment Demand Example

## IV.J.

### Job Placement

Job placement is an enhanced accountability measure established by the college. Under "Comments" in the narrative section, please indicate those activities and strategies used in your program to promote job placement for your students.

An example of a completed job placement template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template and add any comments to help the reader better understand those activities and strategies used in your program to promote job placement for your students. Upon completion, "Save and Close" the requirement and navigate to the next

requirement using the upper-right, **green** navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Comments:

## Sources



## V.A.

### State & Local Performance Standards/Assessments

Articulating program-specific performance related to external accountability standards is an enhanced accountability measure established by the college. The most visible measures are those mandated by the North Carolina General Assembly and assessed by the North Carolina Community College System (NCCCS). Each year the NCCCS presents a major accountability document called the Critical Success Factors Report. Along with numerous other areas of interest, this report identifies eight performance measures as Core Indicators of Student Success. Some of these Core Indicators of Student Success may be specific to your instructional program:

- Measure A. Progress of Basic Skills Students
- Measure B. Passing Rates on Licensure and Certification Examinations
- Measure C. Performance of College Transfer Students
- Measure D. Passing Rates of Students in Developmental Courses
- Measure E. Success Rates of Developmental Students in Subsequent College-Level Courses
- Measure F. Satisfaction of Program Completers and Non-Completers
- Measure G. Curriculum Student Retention, Graduation, and Transfer
- Measure H. Client Satisfaction with Customized Training

Under "Standards and Assessment" in the narrative section, please identify any program-specific accountability measures from Critical Success Factor Reports using the template provided. Please include your program's longitudinal performance in the areas assessed. Coordinators are invited to provide comments, analysis, and observations to help the reader better understand those activities and strategies used in the program to meet these state standards. Please include hyperlinks to any supporting documentation.

An example of a completed template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, **green** navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

### STANDARDS AND ASSESSMENT:

#### Performance Measure:

#### Program Performance:

#### Observations and Use of Results:

## Sources

 V.A. State & Local Performance Standards/Assessments Example

## V.B.

### Accomplishments

The program review is a vehicle that allows/encourages you to share your program's successes. Under "Accomplishment" in the narrative section, please share your accomplishments (since your last program review) that are not presented elsewhere in this report.

An example of a completed "Accomplishments" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the template to help the reader better understand those accomplishments in which you take particular pride. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, **green** navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

### ACCOMPLISHMENTS:

## Sources

 V.B. Accomplishments Example

## VI.A.

### Facilities

#### VI. Analysis, Actions and Follow-up Strategies/Timelines

##### VI.A. Facilities

Using outcomes assessment and accountability measures results to improve programs and services is the most important aspect of the program review. By assessing outcomes, programs often find that students are not doing well in certain areas or that changes need to be made to keep up with trends in the field. Finding program weaknesses or need for change is a "good thing". This gives a program direction for making changes and the ability to document the effort taken to make program improvements (true institutional effectiveness). Indicate the facilities that support your program in the narrative section below and address any "facility concerns" identified through analyzing your assessment results.

Location: List the location of your program's activities.

Designated Classrooms: - List those classrooms that are provided only for your program.

Facility Adequacy and Needs: List your program needs, if current facilities are not adequate. Although you may list maintenance needs, please do not list equipment needs here.

An example of a completed "Facilities" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "Facilities" templates to help the reader better understand your facility concerns. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

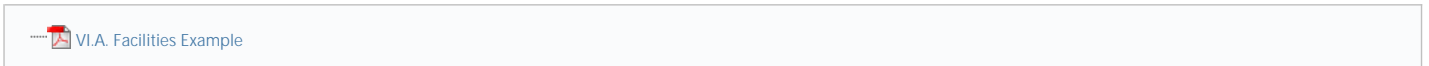
## Narrative

**Location:**

**Designated Classrooms:**

**Facility Adequacy and Needs:**

## Sources



## VI.B.

### Strengths

**VI. Analysis, Actions and Follow-up Strategies/Timelines**

**VI.B. Strengths**

Using outcomes assessment and accountability measures results to improve programs and services is the most important aspect of the program review. By assessing outcomes, programs often find that students are not doing well in certain areas or that changes need to be made to keep up with trends in the field. Conversely, understanding a program's strengths is important to inform/guide future decisions. Using the template below, list your program's strengths. You may wish to comment on how an understanding of these strengths may serve to guide your program.

Strengths identified by students: List any strengths identified by students in your program.

Strengths identified by employers: List any strengths identified by those who employ your program's graduates.

Analysis/Observations: While optional, you may wish to offer analysis or make observations about strengths identified by students and/or employers and how those strengths may inform the program's direction.

An example of a completed "Strengths" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "Strengths" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status



Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Strengths identified by students:

Strengths identified by employers:

Analysis/Observations:

## Sources

 VI.B. Strengths Example

## VI.C.

### Weaknesses

#### VI. Analysis, Actions and Follow-up Strategies/Timelines

##### VI.C. Weaknesses

Using outcomes assessment and accountability measures results to improve programs and services is the most important aspect of the program review. By assessing outcomes, programs often find that students are not doing well in certain areas or that changes need to be made to keep up with trends in the field. Using the template provided, list your program's weaknesses as identified by students or employers of your graduates in the narrative section below. You may wish to comment on how an understanding of these weaknesses may serve to guide/improve your program.

Weaknesses identified by students: List any weaknesses identified by students in your program.

Weaknesses identified by employers: List any weaknesses identified by those who employ your program's graduates.

Analysis/Observations: While optional, you may wish to offer analysis or make observations about weaknesses identified by students and/or employers and how those weaknesses may inform the program's direction.

An example of a completed "Weaknesses" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "Weaknesses" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, **green** navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

Weaknesses identified by students:

Weaknesses identified by employers:

Analysis/Observations:

## Sources

 VI.C. Weaknesses Example

## VI.D.

### Challenges

#### VI. Analysis, Actions and Follow-up Strategies/Timelines

##### VI.D. Challenges

Using outcomes assessment and accountability measures results to improve programs and services is the most important aspect of the program review. Frequently coordinators are faced with multiple challenges which might be barriers to effectively implementing program improvements. In the following section, please identify challenges which your program will face in the coming years. Using the template below, articulate those challenges within the categories provided to help the reader better understand your program. If you do not face a challenge within an identified category or do not wish to comment, please state "None" in the category.

The section that follows "Challenges" is "Recommendations and Strategies for Change". The "Recommendations and Strategies for Change" section will provide you with the opportunity to offer program improvement planning objectives and strategies, along with a time line for implementing change and the identification of resources that may be required.

An example of a completed "Challenges" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "Challenges" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

Due Date: None

### Narrative

Aspect of Program	Challenges
Students	
Staffing	
Facilities	
Equipment	
Supplies	
Others	

### Sources



## VI.E.

### Recommendations and Strategies for Change - Planning Objectives

#### VI. Analysis, Actions and Follow-up Strategies/Timelines

##### VI.E. Recommendations and Strategies for Change – Planning Objectives

During the course of this review, all aspects of your program are analyzed, the results of outcomes assessment and accountability measures are evaluated, and continuous improvement strategies are developed. The mechanism for initiating continuous improvement activities is the planning objective. Planning objectives include a statement of the improvement initiative, the person responsible for the initiative, strategies to accomplish the objective, and a time line for implementation. The planning

objective should communicate intent clearly, should focus on a result or outcome, and should be measurable. A planning objective should not be some global, vague statement. While numerical measures are desirable, an outcome may be measured with non-numerical data. Objectives are statements of end results, measurable statements of benefits that clients will receive from your work. Each program should have planning objectives. Use the planning objectives template in the narrative section below. While a planning objective may be a long term improvement initiative, annual milestones should be identified to track progress in achieving your objectives. The 12-month follow-up report, required each year for programs not scheduled to complete a program review, serves as the annual progress report on implementing strategies and achieving desired outcomes/goals.

An example of a completed "Planning Objectives" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "Planning Objectives" templates. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

### Statement of Planning Objective 1:

Initiator:

Implementation Strategy:

Current Progress/Results:

Steps Required to Achieve the Objective and Associated Time Lines:

Expected Completion Date:

### Statement of Planning Objective 2:

Initiator:

Implementation Strategy:

Current Progress/Results:

Steps Required to Achieve the Objective and Associated Time Lines:

Expected Completion Date:

### Statement of Planning Objective 3:

Initiator:

Implementation Strategy:

Current Progress/Results:

Steps Required to Achieve the Objective and Associated Time Lines:

Expected Completion Date:

### Statement of Planning Objective 4:

Initiator:

Implementation Strategy:

Current Progress/Results:

Steps Required to Achieve the Objective and Associated Time Lines:

Expected Completion Date:

## Sources



## VI.F.

### 12-Month Follow-Up Reporting

#### VI. Analysis, Actions and Follow-up Strategies/Timelines

#### VI.F. Recommendations and Strategies for Change – 12-Month Follow-Up Reporting

While a planning objective may be a long term improvement initiative, annual milestones should be identified to track progress toward achieving improvement initiatives. Each year after the due date of your program review, a 12-month follow-up report is required. The 12-month follow-up report is the annual progress report on implementing strategies and achieving desired outcomes/goals, whether the outcomes were identified as planning objectives or as a result of assessing student outcomes that were not articulated as planning objectives in the previous year's program review. 12-month follow-up milestones/targets/goals should communicate intent clearly, should focus on a result or outcome, and should be measurable, achievable, and exceedable. If your program initiated changes made as a result of assessing student outcomes that were not articulated as planning objectives in the previous year's program review, please go ahead and report on these initiatives. The 12-month follow-up reporting template is in the narrative section below.

An example of a completed "12-month follow-up report" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "12-month follow-up report" template. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

#### Status

Under Development    In Review    Published

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

#### Narrative

**Statement of Planning Objective or Initiative:**

**Initiator:**

**Experience Implementing Strategy:**

**12-Month Milestone and Progress in Achieving Milestone:**

**Next Steps to Achieve the Objective and Associated Time Lines:**

**Expected Completion Date:**

**Statement of Planning Objective or Initiative:**

**Initiator:**

**Experience Implementing Strategy:**

**12-Month Milestone and Progress in Achieving Milestone:**

**Next Steps to Achieve the Objective and Associated Time Lines:**

**Expected Completion Date:**

## Sources



## VII.A.

### Anticipated Future Curricular Changes

#### VII. Implications, Recommendations & Future Issues

So far this program review has focused on existing programs and the assessment of student learning outcomes and specific administrative outcomes. Section VII, "Implications, Recommendations and Future issues", focuses on the future. This section gives you the opportunity to think about your program, the industry you support and our service area three to five years into the future. What ideas or trends evolved during your program review that deserves further exploration and analysis? What future directions and initiatives do you anticipate? Using the template below, articulate any curricular changes, new courses, or emphasis tracks of which you are aware. If you do not anticipate any changes within your program, please state "None" in the narrative.

An example of a completed "curricular changes" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "curricular changes" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

#### Status

Under Development    In Review    Published

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

#### Narrative

**Identify and Discuss Any Curricular Changes That May Occur Within the Next Five Years:**

#### Sources

 VII.A. Anticipated Future Curricular Changes Example

## VII.B.

### Market Trends

#### VII. Implications, Recommendations & Future Issues

So far this program review has focused on existing programs and the assessment of student learning outcomes and specific administrative outcomes. Section VII, "Implications, Recommendations and Future issues", focuses on the future. This section gives you the opportunity to think about your program, the industry you support and our service area three to five years into the future. What ideas or trends evolved during your program review that deserves further exploration and analysis? What future directions and initiatives do you anticipate? Using the template below, articulate any future market trends affecting your program of which you are aware. If you do not anticipate any changes within your program, please state "None" in the narrative.

An example of a completed "market trends" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "market trends" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

**Identify and Discuss Any Market Trends That May be Affect Your Program during the Next Five Years:**

## Sources



## VII.C.

### Equipment, Space and Faculty Needs

#### VII. Implications, Recommendations & Future Issues

So far this program review has focused on existing programs and the assessment of student learning outcomes and specific administrative outcomes. Section VII, "Implications, Recommendations and Future issues", focuses on the future. This section gives you the opportunity to think about your program, the industry you support and our service area three to five years into the future. What ideas or trends evolved during your program review that deserves further exploration and analysis? What future directions and initiatives do you anticipate? Using the template below, articulate any equipment, space or faculty needs for your program's future growth or continuation. If you do not anticipate any needs within your program, please state "None" in the narrative.

An example of a completed "equipment, space or faculty needs" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "equipment, space or faculty needs" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

## Status

Under Development    In Review    Published

## Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

## Narrative

**Identify and Discuss Any Equipment, Space or Faculty Needs over the Next Five Years:**

## Sources



## VII.D.

## Future Plans

### VII. Implications, Recommendations & Future Issues

So far this program review has focused on existing programs and the assessment of student learning outcomes and specific administrative outcomes. Section VII, "Implications, Recommendations and Future issues", focuses on the future. This section gives you the opportunity to think about your program, the industry you support and our service area three to five years into the future. What ideas or trends evolved during your program review that deserves further exploration and analysis? What future directions and initiatives do you anticipate? Using the template below, articulate any future plans for your program's growth or continuation. If you do not anticipate any future plans for your program, please state "None" in the narrative.

An example of a completed "future plans" template may be accessed via the "Document Directory" tab located on the far right of the navigational bar at the top of the page or by [right clicking on this link and opening the document in a new window or tab](#).

Under the "Options" drop-down list in the upper right-hand corner of this screen, access "Edit Requirement". Within the "Narrative" field, complete the "future plans" templates to help the reader better understand your program. Upon completion, "Save and Close" the requirement and navigate to the next requirement using the upper-right, [green](#) navigation arrows.

### Status

Under Development    In Review    Published

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

**Due Date:** None

### Narrative

**Identify and Discuss Any Future Plans for Your Program over the Next Five Years:**

### Sources

 VII.D. Future Plans Example