

# **Academic Program Review**

**[Program Name (Includes Certificates &  
Specializations)]**  
**[Semester and Year]**

**Pathway Dean:**

**Chair:**

**Committee Members:**

## Table of Contents

Section 1. Program Viability, Productivity, and Demographic Data.....	1
A. SCHEV/VCCS Viability and Productivity Standards .....	1
B. Academic Program Viability Data .....	1
C. Academic Program Productivity Data.....	1
D. Academic Program Enrollment Data .....	2
Section 2. Effectiveness of the Curriculum.....	4
A. Academic Purpose Statement and Program of Study: [Insert Program Name Here] .....	4
B. Major Revisions to the Academic Program in the Past Three Years.....	4
C. Major Challenges to the Academic Program .....	4
D. Employment and Labor Market Data and Opportunities for Development .....	4
E. Curriculum Advisory Committee .....	4
F. Currency of the Curriculum.....	5
A. Student Learning Outcomes and Curriculum Map .....	7
B. Core Learning Outcomes .....	8
Section 3. Student Success Metrics by Academic Program .....	10
C. Overall Course Success Rate .....	10
D. Retention .....	12
E. Graduation .....	13
F. Transfer (For Transfer Degrees only) .....	13
G. Job Placement (For Applied Degrees and Certificates only) .....	14
Section 4. Resources to Support the Academic Program.....	15
A. Current Faculty Ratios .....	15
B. Facilities and IT Support .....	15
C. Professional Development .....	15
Section 5. Student and Faculty Surveys.....	17
A. Student Survey .....	17
B. Faculty Survey .....	17
Section 6. Action Plan for Improvement .....	19
A. Action Plan Based on Demand for the Academic Program.....	19
B. Action Plan Based on Effectiveness of the Curriculum .....	19
C. Action Plan Based on Student Success in the Academic Program.....	19
D. Action Plan Based on Student and Faculty Surveys.....	19

E.	Action Plan Based on Resources to Support the Academic Program .....	19
F.	Following the Review .....	20
	Appendix.....	21

### **List of Tables**

Table 1. SCHEV/VCCS Viability and Productivity Standards.....	1
Table 2. [Program Name's Program FTES: 20XX-XX through 20XX-XX].....	1
Table 3. [Program Name's Program Graduates: 20XX-XX through 20XX-XX] .....	1
Table 4. Program Name's Program by Student Characteristics: [Fall 20XX] through [Fall 20XX]	2
Table 5. Comparison of Peer Institutions to NOVA's [Program Name] Program.....	6
Table 6. Top Five Transfer Institutions (For AA, AFA, AS Degrees Only): Fall 20XX through Fall 20XX by Cohort .....	7
Table 7. Curriculum Map for [Program Name].....	7
Table 8. [Program Name SLO Assessed for the Past 5 Years] .....	8
Table 9. [Program Name] CLOs Schedule for 2018-19 to 2022-23 .....	8

## List of Figures

Figure 1. Success Rates for High-Enrolled Required First and Second-Year Courses in [Program Name, Degree Type]: [Fall 20XX] through [Fall 20XX] .....	10
Figure 2. Success Rates for High-Enrolled Required First and Second-Year Courses in [Program Name, Degree Type]: [Spring 20XX] through [Spring 20XX] .....	10
Figure 3. Success Rates in First and Second-Year Dual Enrolled Courses: [Fall 20XX] through [Fall 20XX].....	10
Figure 4. Success Rates in First and Second-Year Courses Dual Enrolled Courses: [Spring 20XX] through [Spring 20XX].....	10
Figure 5. Success Rates in High-Enrolled Required First and Second-Year Program Courses by Mode: [Fall 20XX] through [Fall20XX].....	11
Figure 6. Success Rates in High-Enrolled Required First and Second-Year Program Courses by Mode: [Spring 20XX] through [Spring 20XX].....	11
Figure 7. Success Rates in High-Enrolled Required Program Courses by Session: [Fall 20XX] through [Fall 20XX].....	11
Figure 8. Success Rates in High-Enrolled Required Program Courses by Session: [Spring 20XX] through [Spring 20XX].....	11
Figure 9. Success Rates in High-Enrolled Required First and Second-Year Courses by Race/Ethnicity Compared to All Program Placed Students: [Fall 20XX] through [Fall 20XX].	11
Figure 10. Success Rates in High-Enrolled Required First and Second-Year Courses by Race/Ethnicity Compared to All Program Placed Students: [Spring 20XX] through [Spring 20XX] .....	12
Figure 11. Success Rates in First and Second-Year High-Enrolled Required Discipline Courses by Gender: [Fall 20XX] through [Fall 20XX] .....	12
Figure 12. Success Rates in First and Second-Year High High-Enrolled Required Discipline Courses by Gender: [Spring 20XX] through [Spring 20XX].....	12
Figure 13. Fall-to-Spring Retention Rates for All Program-Placed [Program Name] Students and College-Wide at NOVA: [Semester 20XX] through [Semester 20XX] Cohorts .....	12
Figure 14. Fall-to-Fall Retention Rates for All [Program Name] Program Students and College-Wide: [Semester 20XX] through [Semester 20XX] Cohorts .....	12
Figure 15. Graduation Rates of All, Part-Time and Full-Time Program-Placed [Program Name, Degree Type] Students in the Same Program: [Semester 20XX through Semester 20XX] Cohorts .....	13
Figure 16. Transfer-Out Rates of All [Program Name, Degree Type] Students and College-Wide: [Semester 20XX] through [Semester 20XX] Cohorts .....	13
Figure 17. Job Placement Rates of [Program Name] Program Students and College-Wide: [20XX-XX] through [20XX-XX].....	14

## Appendix

Appendix 1: Academic Program Level Enrollment and Success .....	21
Table A1. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Fall 20XX] through [Fall 20XX] .....	21
Table A2. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Spring 20XX] through Spring [20XX] .....	21
Table A3. Success Rates in [Course Number] by Course Mode: [Semester 20XX] through [Semester 20XX] .....	22
Table A4. Success Rates in [Course Number] in Dual Enrolled Courses: [Semester 20XX through Semester 20XX] .....	22
Table A5. Success Rates in [Course Number] in 1 <sup>st</sup> 7-Week Courses: [Semester 20XX through Semester 20XX] .....	22
Table A6. Success Rates in [Course Number] in 2nd 7-Week Courses: [Semester 20XX through Semester 20XX] .....	22
Table A7. Success Rates in [Course Number] in 13-Week Courses: [Semester 20XX through Semester 20XX] .....	22
Table A8. Table A1. Success Rates in [Course Number] in 15-Week Courses: [Semester 20XX through Semester 20XX] .....	23
Table A9. Success Rates in [Course Number] by Race/Ethnicity: [Semester 20XX through Semester 20XX] .....	23
Table A10. Success Rates in [Course Number] in Gender: [Semester 20XX through Semester 20XX] .....	23
Table A11. Fall-to-Spring Retention Rates for All [Program Name] Students and College- Wide: [Fall 20XX through Fall 20XX] Cohorts .....	23
Table A12. Fall-to-Fall Retention Rates for All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts .....	24
Table A13. Graduation Rates of All, Part-Time and Full-Time Program-Placed [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts .....	24
Table A14. Transfer-Out Rates of All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX] .....	24
Table A15. Job Placement Rates of [Program Name, Degree Type] Students and College- Wide: 20XX-XX through 20XX-XX .....	25
Appendix 2: Student and Faculty Survey Results .....	26

# Three-Year Academic Program Review for [Program Name]

## Section 1. Program Viability, Productivity, and Demographic Data

### A. SCHEV/VCCS Viability and Productivity Standards

**Table 1. SCHEV/VCCS Viability and Productivity Standards**

Institutional Size	Degree Program							
	Transfer (A.A., A.S., A.A.&S)		A.A.S. Agricultural & Natural Resources, Business, Arts & Design, Public Service Technologies		A.A.S. Engineering, Mechanical, and Industrial Technologies		A.A.S. Health Technologies	
	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Less than 1,800	17	12	13	8	9	6	7	5
1,800-4,999	22	15	16	11	12	8	9	6
5,000 or Greater (3)	24	17	18	12	13	9	10	7

(2) To determine number of FTES and graduates, a factor of .7 was used for institutions under 1800 and .9 was used for institutions with 1800-4999 FTES (VCCS efficiency ratio).

(3) SCHEV will continue to review programs at Richard Bland College using standards of 24 FTES and 17 graduates for transfer associate degree programs.

### B. Academic Program Viability Data

**Table 2. [Program Name's Program FTES: 20XX-XX through 20XX-XX]**

Program	Degree Program					Average	% Change 20XX-XX to 20XX-XX
	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX		
[Degree Name]							
[Degree Name]							
[Degree Name]							
[Degree Name]							
[Degree Name]							
<b>Total</b>							

Note: The annual FTES include Summer, Fall, and Spring.

### C. Academic Program Productivity Data

**Table 3. [Program Name's Program Graduates: 20XX-XX through 20XX-XX]**

Program	Graduates					Average	% Change 20XX-XX to 20XX-XX
	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX		
[Program Type]							
[Program Type]							
[Program Type]							
[Program Type]							
[Program Type]							
[Program Type]							
<b>Total [Program Initials, Degree Awards (Graduates)]</b>							

- Based on the above data, does the program meet SCHEV/VCCS Minimum Viability and Productivity Standards?

Yes:

No:

If no, explain why and identify an Action Plan for improvement.

[Click here to enter text.](#)

2. Are the enrollment trends and the number of degrees earned increasing?

Yes:

No:

If no, explain why and identify an Action Plan for improvement.

[Click here to enter text.](#)

### D. Academic Program Enrollment Data

Table 4. Program Name's Program by Student Characteristics: [Fall 20XX] through [Fall 20XX]

Category	Subgroups	Fall 20XX		Fall 20XX		Fall 20XX		Fall 20XX		Fall 20XX	
		#	%	#	%	#	%	#	%	#	%
Headcount											
Gender	Female										
	Male										
	Not-Specified										
Race/Ethnicity	American Indian/Alaska Native										
	Asian										
	Black/African American										
	Hispanic/Latino										
	Native Hawaiian/Other Pacific Islander										
	White										
	Two or More Races										
	Not Specific										
	Unknown										
	Age Group	Under 18									
18-21											
22-24											
25-29											
30-44											
45-59											
60 & Over											
Enrollment Status	Full-Time										
	Part-Time										
Student Type	First-Time										
	Returning										
	New Transfer										
Program Placement	[Degree Name]										
	[Degree Name]										
	[Degree Name]										
	[Degree Name]										
	[Degree Name]										



1. Does the academic program enrollment data indicate any pattern that needs to be addressed?

Yes:

No:

If yes, highlight area(s) (e.g., gender, age, ethnicity, etc.) and explain why.

[Click here to enter text.](#)

Identify Action Plan for improvement if needed:

[Click here to enter text.](#)

## Section 2. Effectiveness of the Curriculum

### E. Academic Purpose Statement and Program of Study: [Insert Program Name Here]

[Insert your Academic Purpose Statement and relevant Program of Study from the 20XX-XX NOVA Catalog here]

### F. Major Revisions to the Academic Program in the Past Three Years

List significant revisions in the past five years. [Click here to enter text.](#)

### G. Major Challenges to the Academic Program

1. List current challenges identified by the academic program steering committee and any work pending on these. [Click here to enter text.](#)
2. Identify Action Plan(s) for improvement. [Click here to enter text.](#)

### H. Employment and Labor Market Data and Opportunities for Development

Note: Labor market data available at Virginia's Career and workforce-Labor Market Research, (<https://viriniaworks.com/>) and (<https://www.nvcc.edu/osi/labor-market/index.html>)

1. Summarize relevant income and employability data. [Click here to enter text.](#)
2. Compare the current job opening with the NOVA degree offering. Do a skills gap analysis and list potential areas where growth is possible. [Click here to enter text.](#)
3. Describe future program goals of the academic program. [Click here to enter text.](#)
4. Identify Action Plan(s) for improvement. [Click here to enter text.](#)

### I. Curriculum Advisory Committee

Note: A.A.S. degrees are required according to NOVA's *Curriculum Procedures Manual* (Section 8) to have a current curriculum advisory committee and meet at least twice each academic year.

Does the program have a curriculum advisory committee?

Yes:

No:

N/A:

If yes, list current membership, dates of past two meetings, and describe any current recommendations:

[Click here to enter text.](#)

If no and the program offers an A.A.S. degree, explain and identify an Action Plan for improvement.

[Click here to enter text.](#)

## **J. Currency of the Curriculum**

### **1. Academic Program Courses/Sequences**

- a. List courses, including electives added or deleted in the past three years, and describe why.

[Click here to enter text.](#)

- b. Is the sequencing of courses efficient? Do the courses build on one another?

Yes:

No:

If no to both or either, explain and identify Action Plan(s) for improvement.

[Click here to enter text.](#)

### **2. Course Content Summaries**

- a. Is there a course content summary posted on the NOVA website (<https://www.nvcc.edu/courses/>) for each of the courses the program offers?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, please send update to Academic Affairs and list updated course content summaries.

[Click here to enter text.](#)

- b. Have course content summaries been reviewed in the past three years?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, identify an Action Plan when course content summaries will be reviewed/revised.

[Click here to enter text.](#)

### 3. Syllabi Review

- a. Was a representative sample of syllabi for each course collected and reviewed in the past three years?

Yes:

No:

If yes, when: [Click here to enter text.](#)

- b. Are the syllabi consistent with course content summaries? Do the syllabi follow the prescribed format the college has determined?

Yes:

No:

If no to above, explain and identify an Action Plan when syllabi will be reviewed and revised if necessary. [Click here to enter text.](#)

### 4. Comparison of the Curriculum, Academic Program, and Courses to Similar Programs

- a. Identify peer institutions offering a similar academic program. The following table is just an example:

**Table 5. Comparison of Peer Institutions to NOVA's [Program Name] Program**

Institution	NOVA	Peer Institution 1	Peer Institution 2	Comparable Virginia Community College
Names of Programs of Study (Credit Hours)				
Curriculum Differences				
Course Differences				
Online Degree Programs				
Program Enrollment (if available)				
Other				

- b. Compared to the first two years at peer institutions/primary transfer institutions, what are the academic program's strengths and weaknesses?

[Click here to enter text.](#)

- c. What recommendations from peer institutions/primary transfer institutions might improve the academic program?

[Click here to enter text.](#)

- d. Identify Action Plan(s) for improvement where needed.

[Click here to enter text.](#)

**5. Primary Transfer Institutions**

**Table 6. Top Five Transfer Institutions (For AA, AFA, AS Degrees Only): Fall 20XX through Fall 20XX by Cohort**

Rank	Institution	Fall 20XX	Fall 20XX	Fall 20XX	Fall 20XX	Fall 20XX
1						
2						
3						
4						
5						

Note: Transfer-out rate is the percentage of all program-placed students who transfer out of NOVA to two-year and four-year institutions including graduates within 150 percent of normal time to program completion.

Do all required academic program courses transfer to the listed top five institutions?

Yes:

No:

If no, explain why. [Click here to enter text.](#)

Identify Action Plan for improvement. [Click here to enter text.](#)

**A. Student Learning Outcomes and Curriculum Map**

Note: The Curriculum Map depicts where academic program courses address the student learning outcomes of the academic program(s) and general education core competencies. The Student Learning Outcomes reported for the past five years is provided by the Office of Academic Assessment (Annual Planning and Evaluation Report). The Curriculum Map below is provided by the Office of Strategic Insights. Based on the data, answer the questions below:

1. Review current Curriculum Map and Student Learning Outcomes (SLOs) and make any updates needed based on recent changes to the field in the past five years.

[Click here to enter text.](#)

**Table 7. Curriculum Map for [Program Name]**

Student Learning Outcomes	CLO Alignment with SLOs*	Courses Fulfilling SLOs/CLOs:							
		[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]	[COURSE #]
		[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]	[COURSE NAME]
1)									
2)									
3)									
4)									
5)									

6)									
7)									

Note: I = Introduced, P = Practiced, M = Mastered

2. Provide schedule of SLO assessments for the past five years in the table below.

**Table 8. [Program Name] SLO Assessed for the Past 5 Years**

Student Learning Outcomes	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX
[SLO 1]					
[SLO 2]					
[SLO 3]					
[SLO 4]					
[SLO 5]					
[SLO 6]					
[SLO 7]					

3. Were all SLOs assessed at least twice in the past five years?

Yes:

No:

If no, list SLOs not assessed twice and indicate when they will be assessed next.

[Click here to enter text.](#)

4. Based on the last assessment of each SLO was the target met?

Yes:

No:

If no, identify actions for improvement. [Click here to enter text.](#)

5. Describe current SLO assessment measures needing improvement.

[Click here to enter text.](#)

## B. Core Learning Outcomes

1. List general education/core learning outcomes (CLOs) schedule for 2018-19 to 2022-23.

**Table 9. [Program Name] CLOs Schedule for 2018-19 to 2022-23**

VCCS Core Learning Outcomes	2018-19 (CT or QL)	2019-20 (CE or WC)	2020-21 (PR or SL)	2021-22 (CT or QL)	2022-23 (CE or WC)
<p><b>Civic Engagement:</b> Students will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					

<p><b>Critical Thinking:</b> Students will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					
<p><b>Professional Readiness:</b> Students will demonstrate skills important for successful transition into the workplace and pursuit of further education.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					
<p><b>Quantitative Literacy:</b> Students will calculate, interpret, and use numerical and quantitative information in a variety of settings.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					
<p><b>Scientific Literacy:</b> Students will recognize and know how to use the scientific method, and to evaluate empirical information.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					
<p><b>Written Communication:</b> Students will express effectively in a variety of written forms.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					

\*CLOs to be assessed.

2. Based on the last assessment of each CLO was the target met?

Yes:

No:

If no, identify actions for improvement. [Click here to enter text.](#)

3. Describe current CLO assessment measures needing improvement.

[Click here to enter text.](#)

### **Section 3. Student Success Metrics by Academic Program**

Note: Course success, retention, graduation, and transfer-out rate data at the academic program level are provided by OSI. Based on the data, answer the following questions.

#### **C. Overall Course Success Rate**

**Figure 1. Success Rates for High-Enrolled Required First and Second-Year Courses in [Program Name, Degree Type]: [Fall 20XX] through [Fall 20XX]**

[Figure inserted here]

**Figure 2. Success Rates for High-Enrolled Required First and Second-Year Courses in [Program Name, Degree Type]: [Spring 20XX] through [Spring 20XX]**

[Figure inserted here]

Did the academic program meet the overall course success rate college target of no less than 76 percent?

Yes:

No:

If no, explain why and identify action for improvement. [Click here to enter text.](#)

#### **Academic Program Course Success Rate in Dual Enrolled Courses**

**Figure 3. Success Rates in First and Second-Year Dual Enrolled Courses: [Fall 20XX] through [Fall 20XX]**

[Figure inserted here]

**Figure 4. Success Rates in First and Second-Year Courses Dual Enrolled Courses: [Spring 20XX] through [Spring 20XX]**

[Figure inserted here]

Did all dual enrolled courses meet overall academic program course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark courses that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)



## Overall Academic Program Course Success Rate by Mode (NOL, In-person, Synchronous Hybrid)

**Figure 5. Success Rates in High-Enrolled Required First and Second-Year Program Courses by Mode: [Fall 20XX] through [Fall20XX]**

[Figure inserted here]

**Figure 6. Success Rates in High-Enrolled Required First and Second-Year Program Courses by Mode: [Spring 20XX] through [Spring 20XX]**

[Figure inserted here]

Did all modalities meet overall academic program course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark modalities that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

## Overall Academic Program Course Success Rate by Session (7-Week, 13-Week & 15-Week)

**Figure 7. Success Rates in High-Enrolled Required Program Courses by Session: [Fall 20XX] through [Fall 20XX]**

[Figure Inserted Here]

**Figure 8. Success Rates in High-Enrolled Required Program Courses by Session: [Spring 20XX] through [Spring 20XX]**

[Figure Inserted Here]

Did all sessions meet overall academic program course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark sessions that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

## Overall Academic Program Course Success Rate by Race/Ethnicity

**Figure 9. Success Rates in High-Enrolled Required First and Second-Year Courses by Race/Ethnicity Compared to All Program Placed Students: [Fall 20XX] through [Fall 20XX]**

[Figure inserted here]

**Figure 10. Success Rates in High-Enrolled Required First and Second-Year Courses by Race/Ethnicity Compared to All Program Placed Students: [Spring 20XX] through [Spring 20XX]**

[Figure inserted here]

Did all ethnicities meet overall academic program course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark ethnicities that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

**Overall Academic Program Course Success Rate by Gender**

**Figure 11. Success Rates in First and Second-Year High-Enrolled Required Discipline Courses by Gender: [Fall 20XX] through [Fall 20XX]**

[Figure inserted here]

**Figure 12. Success Rates in First and Second-Year High High-Enrolled Required Discipline Courses by Gender: [Spring 20XX] through [Spring 20XX]**

[Figure inserted here]

Did all genders meet overall academic program course success rate college target of no less than 76 percent?

Yes:

No:

If no, mark gender that did not achieve overall success rate and identify action for improvement. [Click here to enter text.](#)

**D. Retention**

**Figure 13. Fall-to-Spring Retention Rates for All Program-Placed [Program Name] Students and College-Wide at NOVA: [Semester 20XX] through [Semester 20XX] Cohorts**

[Figure inserted here]

**Figure 14. Fall-to-Fall Retention Rates for All [Program Name] Program Students and College-Wide: [Semester 20XX] through [Semester 20XX] Cohorts**

[Figure inserted here]

Did the academic program meet overall Fall-to-Spring retention rate college target of no less than 82 percent?

Yes:

No:

If no, explain why and identify action for improvement. [Click here to enter text.](#)

Did the academic program meet overall Fall-to-Fall retention rate college target of no less than 67 percent?

Yes:

No:

If no, explain why and identify Action Plan for improvement.

[Click here to enter text.](#)

### **E. Graduation**

**Figure 15. Graduation Rates of All, Part-Time and Full-Time Program-Placed [Program Name, Degree Type] Students in the Same Program: [Semester 20XX through Semester 20XX] Cohorts**

[Figure inserted here]

Did the academic program meet the graduation rate college target of no less than 28 percent within 150 percent of normal time?

Yes:

No:

If no, explain why and identify actions for improvement. [Click here to enter text.](#)

### **F. Transfer (For Transfer Degrees only)**

**Figure 16. Transfer-Out Rates of All [Program Name, Degree Type] Students and College-Wide: [Semester 20XX] through [Semester 20XX] Cohorts**

[Figure inserted here]

Did the academic program meet the transfer rate college target of no less than 19 percent within 150 percent of normal time to program completion?

Yes:

No:

If no, explain why and identify action for improvement. [Click here to enter text.](#)

**G. Job Placement (For Applied Degrees and Certificates only)**

**Figure 17. Job Placement Rates of [Program Name] Program Students and College-Wide:  
[20XX-XX] through [20XX-XX]  
[Figure inserted here]**

Did the academic program meet the job placement rate college target of no less than 67 percent within a year after graduation?

[Click here to enter text.](#)

If no, explain why and identify action for improvement. [Click here to enter text.](#)

## Section 4. Resources to Support the Academic Program

Reflect on faculty and staff in the academic program and the degree to which their needs are met in order for them to be successful with students. Comment on the categories included below.

### A. Current Faculty Ratios

Note: The Human Resources provides this data.

1. Ratio of Full-Time to Part-Time Faculty by Campus.

[Click here to enter text.](#)

2. Are the numbers of faculty and staff sufficient to meet students' needs in order for them to be successful?

Yes:

No:

If no, explain additional faculty/staff are needed and identify Action Plan(s) for improvement. [Click here to enter text.](#)

### B. Facilities and IT Support

1. Are the academic program facilities adequate (classrooms, labs, libraries, and other instructional facilities, and office space)?

Yes:

No:

If no, justify why. What additional facilities are needed? Identify an Action Plan for improvement. [Click here to enter text.](#)

2. Are academic program equipment/technology adequate and current?

Yes:

No:

If no, justify why. What additional equipment/technology is needed? Identify an Action Plan for improvement. [Click here to enter text.](#)

### C. Professional Development

1. List Professional Development Activities for the past academic year for the following areas:

- a. Teaching Methods: [Click here to enter text.](#)
  - b. Professional Scholarship: [Click here to enter text.](#)
  - c. Faculty Advising: [Click here to enter text.](#)
  - d. IT: [Click here to enter text.](#)
  - e. Dual Enrollment: [Click here to enter text.](#)
2. Are professional development activities sufficient to meet students' needs for them to be successful?
- Yes:
- No:

If no, explain what additional activities or resources are needed and identify Action Plan(s) for improvement. [Click here to enter text.](#)

## **Section 5. Student and Faculty Surveys**

Note: Program Review teams typically conduct faculty and student surveys. The Office of Strategic Insights will provide templates of the surveys to the team. Once the teams finalize the surveys, OSI will create the survey on Qualtrics and provide a link to offer to faculty and students. See Appendix 3 for Student and Faculty Program Review Results.

### **A. Student Survey**

1. Has the student survey been conducted recently?

Yes:

No:

If yes, when:

[Click here to enter text.](#)

If no, submit an updated student survey template to the Office of Strategic Insights to be inputted into Qualtrics and administered to students by the program.

2. Overall, were students satisfied with the program?

Yes:

No:

3. Briefly list the major highlights of the student survey. [Click here to enter text.](#)

4. Are there any areas that were not covered in the previous sections that need to be included for improvement?

Yes:

No:

If yes, please include an Action Plan for improvement. [Click here to enter text.](#)

### **B. Faculty Survey**

1. Has the faculty survey been conducted recently?

Yes:

No:

If yes, when: [Click here to enter text.](#)

If no, submit an updated faculty survey template to Office of Strategic Insights to be inputted into Qualtrics and administered to faculty by the program.

2. Briefly list the major outcomes of the faculty survey.

[Click here to enter text.](#)

3. Are there any areas that were not covered in the previous sections that need to be included for improvement?

Yes:

No:

If yes, please include an Action Plan for improvement. [Click here to enter text.](#)



## Section 6. Action Plan for Improvement

The final task of the Academic Program Review process is to develop an action plan that includes recommendations for improving the academic program. The action plan should be in the following format and must emerge from the discussions based in Sections 1 through 5.

- I. Recommendation
- II. Rationale for Recommendation
- III. Person(s) Responsible for Implementing the Recommended Action
- IV. Action Plan Date of Completion

### A. Action Plan Based on Demand for the Academic Program

Recommendations:  
Rationale for recommendations:  
Person responsible for implementing the recommended actions:  
Date of completion:

### B. Action Plan Based on Effectiveness of the Curriculum

Areas for Development/Improvement

Recommendations:  
Rationale for recommendations:  
Person responsible for implementing the recommended actions:  
Date of completion:

### C. Action Plan Based on Student Success in the Academic Program

Goals/Areas for Improvement

Recommendations:  
Rationale for recommendations:  
Person responsible for implementing the recommended actions:  
Date of completion:

### D. Action Plan Based on Student and Faculty Surveys

Areas to improve based on the feedback from the student and faculty surveys.

Recommendations:  
Rationale for recommendations:  
Person responsible for implementing the recommended actions:  
Date of completion:

### E. Action Plan Based on Resources to Support the Academic Program

Resources needed to support the academic program by priority (1-3):

Recommendations:

Rationale for recommendations:

Person responsible for implementing the recommended actions:

Date of completion:

## **F. Following the Review**

## Appendix

### Appendix 1: Academic Program Level Enrollment and Success

The following data is provided by the Office of Strategic Insights.

**Table A1. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Fall 20XX] through [Fall 20XX]**

Course	[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
<b>High-Enrolled Required Program Courses in First Year</b>															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
<b>Subtotal</b>															
<b>High-Enrolled Required Program Courses in Second Year</b>															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
<b>Subtotal</b>															
<b>Overall Total</b>															

**Table A2. Course Success Rates in First and Second-Year High-Enrolled Required Discipline Courses: [Spring 20XX] through Spring [20XX]**

Course	Spring 20XX			Spring 20XX			Spring 20XX			Spring 20XX			Spring 20XX		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
<b>High-Enrolled Required Program Courses in First Year</b>															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
<b>Subtotal</b>															
<b>High-Enrolled Required Program Courses in Second Year</b>															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
<b>Subtotal</b>															
<b>Overall Total</b>															

**Table A3. Success Rates in [Course Number] by Course Mode: [Semester 20XX] through [Semester 20XX]**

Course Mode	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
F-to- F															
Fully Online															
Fully Remote															
Hybrid															
<b>Total</b>															

Note: In-person includes Hybrid.

**Table A4. Success Rates in [Course Number] in Dual Enrolled Courses: [Semester 20XX] through Semester 20XX]**

Course #	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															

**Table A5. Success Rates in [Course Number] in 1<sup>st</sup> 7-Week Courses: [Semester 20XX] through Semester 20XX]**

Course #	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															

**Table A6. Success Rates in [Course Number] in 2nd 7-Week Courses: [Semester 20XX] through Semester 20XX]**

Course #	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															

**Table A7. Success Rates in [Course Number] in 13-Week Courses: [Semester 20XX] through Semester 20XX]**

Course #	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Success		N	Success		N	Success		N	Success		N	Success	
		#	%		#	%		#	%		#	%		#	%
[COURSE #]															
[COURSE #]															
[COURSE #]															

[COURSE #]																			
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**Table A8. Success Rates in [Course Number] in 15-Week Courses: [Semester 20XX through Semester 20XX]**

Course #	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]						
	N	Success		N	Success		N	Success		N	Success		N	Success					
		#	%		#	%		#	%		#	%		#	%				
[COURSE #]																			
[COURSE #]																			
[COURSE #]																			
[COURSE #]																			

**Table A9. Success Rates in [Course Number] by Race/Ethnicity: [Semester 20XX through Semester 20XX]**

Race/Ethnicity	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]						
	N	Success		N	Success		N	Success		N	Success		N	Success					
		#	%		#	%		#	%		#	%		#	%				
American Indian/Alaskan																			
Asian																			
Black/African American																			
Hispanic																			
Native Hawaiian/Pacific Islander																			
Nonresident Alien																			
Not Specified																			
Two or More Races																			
Unknown																			
White																			
<b>Total</b>																			

**Table A10. Success Rates in [Course Number] in Gender: [Semester 20XX through Semester 20XX]**

Gender	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]						
	N	Success		N	Success		N	Success		N	Success		N	Success					
		#	%		#	%		#	%		#	%		#	%				
Male																			
Female																			
Not Specified																			
<b>Subtotal</b>																			

**Table A11. Fall-to-Spring Retention Rates for All [Program Name] Students and College-Wide: [Fall 20XX through Fall 20XX] Cohorts**

Cohort	[Program, Degree Type]		[Program, Degree Type]		NOVA [Comparable Degree]	
	N	Retained	N	Retained	N	Retained

	#	%		#	%		#	%
[Fall 20XX]								
[Fall 20XX]								
[Fall 20XX]								
[Fall 20XX]								
[Fall 20XX]								
<b>Total</b>								

Notes: Students returned to NOVA the next Spring term and enrolled in the same program as the prior Fall. Retention also includes students who graduated in that program prior to the Spring term. Students may have graduated or re-enrolled in a different specialization within the degree program.

**Table A12. Fall-to-Fall Retention Rates for All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts**

Cohort	[Program, Degree Type]			[Program, Degree Type]			NOVA [Comparable Degree]		
	N	Retained		N	Retained		N	Retained	
		#	%		#	%		#	%
[Fall 20XX]									
[Fall 20XX]									
[Fall 20XX]									
[Fall 20XX]									
[Fall 20XX]									
<b>Total</b>									

Notes: Students returned to NOVA the next Fall term and enrolled in the same program as the prior Fall. Retention also includes students who graduated in that program prior to the second Fall term. Students may have graduated or re-enrolled in a different specialization within the degree program. College-Wide includes a comparable degree.

**Table A13. Graduation Rates of All, Part-Time and Full-Time Program-Placed [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts**

Cohort	All [Program, Degree Type]			Full-Time [Program, Degree Type]			Part Time [Program, Degree Type]			NOVA [Comparable Degree]		
	N	Graduated		N	Graduated		N	Graduated		N	Graduated	
		#	%		#	%		#	%		#	%
[Fall 20XX]												
[Fall 20XX]												
[Fall 20XX]												
[Fall 20XX]												
[Fall 20XX]												
<b>Total</b>												

**Table A14. Transfer-Out Rates of All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX]**

Cohort	[Program, Degree Type]		[Program, Degree Type]		NOVA	
	N	Transfer-Out Including Graduates	N	Transfer-Out Excluding Graduates	N	Transfer-Out

		#	%		#	%		#	%
[Fall 20XX]									
[Fall 20XX]									
[Fall 20XX]									
[Fall 20XX]									
<b>Total</b>									

**Table A15. Job Placement Rates of [Program Name, Degree Type] Students and College-Wide: 20XX-XX through 20XX-XX**

Program	[20XX-XX]			[20XX-XX]			[20XX-XX]			[20XX-XX]			[20XX-XX]		
	N	Employed		N	Employed		N	Employed		N	Employed		N	Employed	
		#	%		#	%		#	%		#	%		#	%
Program															
NOVA															

## **Appendix 2: Student and Faculty Survey Results**