

Outcomes-Based Academic Program Review

[Program Name]
[Semester and Year]

Chair:

Pathway Provost:

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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 Five 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
G. Student Learning Outcomes	7
H. Core Learning Outcomes	8
I. Curriculum Map	9
Section 3. Student Success Metrics by Academic Program	10
A. Course Success Rate	10
B. Retention	11
C. Graduation.....	12
D. Transfer (For Transfer Degrees only).....	13
E. Job Placement (For Applied Degrees and Certificates only).....	13
Section 4. Resources to Support the Academic Program.....	14
A. Current Faculty Ratios	14
B. Library Resources.....	14
C. Facilities and IT Support	15
D. 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 Resources to Support the Academic Program	19
E.	Action Plan Based on Student and Faculty Surveys.....	20
Appendix.....		21
Appendix 1: Academic Program Level Enrollment and Success.....		21
Appendix 2: Student and Faculty Survey Results		27

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.....	6
Table 7. [Program Name SLO Assessed for the Past 5 Years]	7
Table 8. [Program Name] CLOs Assessed for 2017-18 to 2021-22.....	8
Table 9. Curriculum Map for [Program Name].....	9
Table 10. Total Number of Online Resources Relevant to [Program/Discipline and Usage for (Academic Year)].....	14
Table 11. Total Number of Print Resources Relevant to the Program/Discipline by Campus Less than 10 Years Old	14
Table 12. Fall-to-Spring Retention Rates for All [Program Name] Students and College-Wide: [Fall 20XX through Fall 20XX] Cohorts	23
Table 13. Fall-to-Spring Retention Rates for All Program-Placed [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts	23
Table 14. Fall-to-Fall Retention Rates for All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts.....	24

List of Figures

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

Appendix

Appendix 1: Academic Program Level Enrollment and Success	21
Table A1. Course Success Rates in First-Year and Second-Year High-Enrolled Courses: [Fall 20XX] through [Fall 20XX]	21
Table A2. Success Rates in [Course Number] by Race/Ethnicity: [Semester 20XX through Semester 20XX]	22
Table A3. Success Rates in [Course Number] by Course Mode: [Semester 20XX] through [Semester 20XX]	22
Table A4. Success Rates in [Course Number] by Gender: [Semester 20XX through Semester 20XX]	22
Table A5. Fall-to-Fall Retention Rates for All Program-Placed [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX through Fall 20XX]	24
Table A6. Graduation Rates of All Program-Placed [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts	24
Table A7. Graduation Rates of Full-Time and Part-Time [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts	25
Table A8. Graduation Rates of All [Program Name, Degree Type] Students in the Same Program by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts	25
Table A9. Transfer-Out Rates of All [Program Name] Students and College-Wide: [Fall 20XX] through [Fall 20XX]	25
Table A10. Transfer-Out Rates of All [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts	26
Table A11. Job Placement Rates of [Program Name, Degree Type] Students and College- Wide: 20XX-XX through 20XX-XX	26
Appendix 2: Student and Faculty Survey Results	27

Five-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	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Less than 1,800								
1,800-4,999								
5,000 or Greater								

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]							
Total							

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]							
Total [Program Initials, Degree] Awards (Graduates)							

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

[Insert text here]

If no, explain why and identify an Action Plan for improvement. [Insert text here]

2. Are the enrollment trends and the number of degrees earned increasing?
 [Insert text here]

If no, explain why and identify an Action Plan for improvement.
 [Insert text here]

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	Male										
	Female										
Race/Ethnicity	White										
	Black/African American										
	Asian										
	Hispanic/Latino										
	American Indian/Alaska Native										
	Native Hawaiian/Other Pacific Islander										
	Two or More Races										
	Unknown										
	Not Specific										
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?
 [Insert text here]

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

[Insert text here]

Identify Action Plan for improvement: [Insert text here]

Section 2. Effectiveness of the Curriculum

A. 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]

B. Major Revisions to the Academic Program in the Past Five Years

List significant revisions in the past five years.

C. Major Challenges to the Academic Program

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

D. Employment and Labor Market Data and Opportunities for Development

Note: OIR will provide Labor Market Data from EMSI (separate report). Based on the data, please address the following:

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

E. Curriculum Advisory Committee

Note: A.A.S. degree 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?
[Insert text here]

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

[Insert text here]

If no and the program offers an A.A.S. degree, explain and identify an Action Plan for improvement. [Insert text here]

F. Currency of the Curriculum

1. Academic Program Courses/Sequences

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

[Insert text here]

- b. Discuss the efficiency of the course sequences and whether courses build on one another.

[Insert text here]

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

[Insert text here]

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?

[Insert text here]

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

[Insert text here]

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

[Insert text here]

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

[Insert text here]

3. Syllabi Review

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

[Insert text here]

If no, explain and identify an Action Plan when syllabi will be *reviewed*.

[Insert text here]

If yes, are the syllabi consistent with course content summaries? Do the syllabi follow the prescribed format the college has determined?

[Insert text here]

If no to above, explain and identify an Action Plan when syllabi will be *revised*.

[Insert text here]

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?

[Insert text here]

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

[Insert text here]

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

[Insert text here]

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?
[Insert text here]

If no, explain why. [Insert text here]

Identify Action Plan for improvement. [Insert text here]

G. Student Learning Outcomes

Note: The Student Learning Outcomes reported for the past five years is provided by the Office of Academic Assessment (Annual Planning and Evaluation Report). Based on the data, answer the questions below:

1. Review current Student Learning Outcomes (SLOs) and make any updated needed based on recent changes to the field in the past five years.
[Insert text here]
2. Provide schedule of SLO assessments for the past five years in the table below.
[Insert text here]

Table 7. [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]					

Were all SLOs assessed at least twice in the past five years?
[Insert text here]

If no, list SLOs not assessed twice and indicate when they will be assessed next.
[Insert text here]

3. Based on the last assessment of each SLO was the target met?
[Insert text here]

If no, identify actions for improvement. [Insert text here]

4. Describe current SLO assessment measures needing improvement.
[Insert text here]

H. Core Learning Outcomes

- List general education/core learning outcomes (CLOs) schedule for 2017-19 to 2021-22.

Table 8. [Program Name] CLOs Assessed for 2017-18 to 2021-22

VCCS Core Learning Outcomes	2017-18 (CT or QL)	2018-19 (CE or WC)	2019-20* (PR or SL)	2020-21* (CT or QL)	2021-22* (CE or WC)
<p>Civic Engagement: 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>Critical Thinking: 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>Professional Readiness: 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>Quantitative Literacy: 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>Scientific Literacy: 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>Written Communication: Students will express effectively in a variety of written forms.</p> <p>Operationalize: [insert program's operationalized outcome]</p>					

*CLOs to be assessed.

- Based on the last assessment of each CLO was the target met?
[Insert text here]
If no, identify actions for improvement. [Insert text here]
- Describe current CLO assessment measures needing improvement.

I. 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 Curriculum Map below is provided by the Office of Academic Assessment.

1. Is the academic program's Curriculum Map(s) current?
[Insert text here]

If not, send updated Curriculum Map(s) to the Office of Academic Assessment and attach the Curriculum Map below.

Table 9. 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

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 OIR. Based on the data, answer the following questions.

A. Course Success Rate

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

[Figure inserted here]

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

[Figure inserted here]

Did the academic program meet the overall course success rate college target of no less than 75 percent?

[Insert text here]

If no, explain why and identify action for improvement. [Insert text here]

Overall Academic Program Course Success Rate by Race/Ethnicity

Figure 3. Success Rates in High-Enrolled First-Year Courses by Race/Ethnicity: [Semester 20XX] through [Semester 20XX]

[Figure inserted here]

Figure 4. Success Rates in High-Enrolled Second-Year Courses by Race/Ethnicity: [Semester 20XX] through [Semester 20XX]

[Figure inserted here]

Did all ethnicities meet overall academic program course success rate college target of no less than 75 percent?

[Insert text here]

If no, mark ethnicities that did not achieve overall success rate and identify action for improvement. [Insert text here]

Overall Academic Program Course Success Rate by Mode

Figure 5. Success Rates in High-Enrolled First-Year Courses by Mode: [Semester 20XX] through [Semester 20XX]

[Figure inserted here]

Figure 6. Success Rates in High-Enrolled Second-Year Courses by Mode: [Semester 20XX] through [Semester 20XX]

[Figure inserted here]

Did all modalities (in-person, online, and dual enrolled) meet overall academic program course success rate college target of no less than 75 percent?

[Insert text here]

If no, mark modalities that did not achieve overall success rate and identify action for improvement. [Insert text here]

B. Retention

Figure 7. 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]

Did the academic program meet Fall-to-Spring retention rate college target of no less than 75 percent?

[Insert text here]

If no, explain why and identify action for improvement. [Insert text here]

Figure 8. Fall-to-Spring Retention Rates for [Program Name, Degree Type] Students by Race/Ethnicity: [Semester 20XX] through [Semester 20XX] Cohorts

[Figure inserted here]

Did the Fall-to-Spring rates by ethnicity indicate any pattern that needs to be addressed?

[Insert text here]

If yes, highlight ethnicity and explain why. [Insert text here]

Identify action for improvement. [Insert text here]

Figure 9. 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 Fall-to-Fall retention rate college target of no less than 75 percent?

[Insert text here]

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

[Insert text here]

Figure 10. Fall-to-Fall Retention Rates for All Program-Placed [Program Name, Degree Type] Students by Race/Ethnicity: [Semester 20XX] through [Semester 20XX] Cohorts

[Figure inserted here]

Did the Fall-to-Fall rates by ethnicity indicate any pattern that needs to be addressed?

[Insert text here]

If yes, highlight ethnicity and explain why. [Insert text here]

Identify action for improvement. [Insert text here]

C. Graduation

Figure 11. Graduation Rates of All Program-Placed [Program Name, Degree Type] Students in the Same Program: [Semester 20XX through Semester 20XX] Cohorts

[Figure inserted here]

Figure 12. Graduation Rates of Full-Time [Program Name, Degree Type] Students in the Same Program: [Semester 20XX through Semester 20XX] Cohorts

[Figure inserted here]

Figure 13. Graduation Rates of Part-Time [Program Name, Degree Type] Students in the Same Program: [Semester 20XX through Semester 20XX] Cohorts

[Figure inserted here]

Figure 14. Graduation Rates of All [Program Name, Degree Type] Students in the Same Program by Race/Ethnicity: [Semester 20XX] through [Semester 20XX] Cohorts

[Figure inserted here]

Did the academic program meet the graduation rate college target of no less than 75 percent?

[Insert text here]

If no, explain why and identify actions for improvement. [Insert text here]

Do the graduation rates by ethnicity indicate any pattern that needs to be addressed?
[Insert text here]

If yes, highlight ethnicity and explain why. [Insert text here]
Identify action plan for improvement. [Insert text here]

D. Transfer (For Transfer Degrees only)

Figure 15. 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 75 percent?
[Insert text here]

If no, explain why and identify action for improvement. [Insert text here]

Figure 16. Transfer-Out Rates of All [Program Name, Degree Type] Students by Race/Ethnicity: [Semester 20XX] through [Semester 20XX] Cohorts

[Figure inserted here]

Did the transfer-out rate by ethnicity indicate any pattern that needs to be addressed?
[Insert text here]

If yes, highlight ethnicity and explain why. [Insert text here]
Identify action plan for improvement. [Insert text here]

E. 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 75 percent?
[Insert text here]

If no, explain why and identify action for improvement. [Insert text here]

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.
[Insert text here]

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

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

B. Library Resources

Note: The library usage data will be provided to the academic program review team. Based on the data, answer the following questions:

Table 10. Total Number of Online Resources Relevant to [Program/Discipline and Usage for (Academic Year)]

Online Databases for Full-Text Articles, Journals, E-Books and Reference Books	Number of Searches	Average Session Length	Average Pages Viewed	Average Pages Downloaded	MEC (Number)
Total					

Table 11. Total Number of Print Resources Relevant to the Program/Discipline by Campus Less than 10 Years Old

Resources	AL	AN	LO	MA	MEC	WO	Total
Reference Books							
Books from Circulating Collection (which could be checked out)							
Journals							
Printed Magazines and Newspapers							

DVDs and Videos							
Course Reserves							

1. Library holdings and resources are adequate to support the academic program?
[Insert text here]

If no, what resources (online databases, e-books, reference books, print resources, DVDs, etc.) would make the library collection more usable for the program/discipline being reviewed?
[Insert text here]

2. Usage of Library: Snapshot of particular academic program usage compared to others during a month.
[Insert text here]

3. What are the main faculty library activities based on the Faculty Survey?
[Insert text here]

C. Facilities and IT Support

1. Are the academic program facilities adequate (classrooms, labs, other instructional facilities, and office space)?
[Insert text here]

If no, justify why. What additional facilities are needed? Identify an Action Plan for improvement.
[Insert text here]

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

If no, justify why. What additional equipment/technology is needed? Identify an Action Plan for improvement.
[Insert text here]

D. Professional Development

1. List Professional Development Activities for the past academic year for the following areas:
 - a. Teaching Methods: [Insert text here]
 - b. Professional Scholarship: [Insert text here]
 - c. Faculty Advising: [Insert text here]
 - d. IT: [Insert text here]
 - e. Dual Enrollment: [Insert text here]

2. Are professional development activities sufficient to meet students' needs for them to be successful?

[Insert text here]

If no, explain what additional activities or resources are needed and identify Action Plan(s) for improvement.

[Insert text here]

Section 5. Student and Faculty Surveys

Note: Program Review teams typically conduct faculty and student surveys. The Office of Institutional Research will provide examples of the surveys to the team. Once the teams finalize the surveys, the OIR will administer the survey on Qualtrics and provide results. See Appendix 3 for Student and Faculty Program Review Results.

A. Student Survey

1. Has the student survey been conducted in the past five years?
[Insert text here]

If no, submit a student survey to the Office of Academic Assessment by the end of review semester one to be inputted into Qualtrics in the fall and administered by the program the beginning of the spring semester.

2. Overall, were students satisfied with the program?
[Insert text here]
3. Briefly list the major highlights of the student survey.
[Insert text here]
4. Are there any areas that were not covered in the previous sections that need to be included for improvement?
[Insert text here]

If yes, please include an Action Plan for improvement.
[Insert text here]

B. Faculty Survey

1. Has the faculty survey been conducted in the past five years?
[Insert text here]

If no, submit a faculty survey to Office of Academic Assessment by the end of review semester one to be inputted into Qualtrics and administered by the program in the beginning of the spring semester.

2. Briefly list the major outcomes of the faculty survey.
[Insert text here]
3. Are there any areas that were not covered in the previous sections that need to be included for improvement?
[Insert text here]

If yes, please include an Action Plan for improvement. [Insert text here]

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: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

B. Action Plan Based on Effectiveness of the Curriculum

Areas for Development/Improvement

Recommendations: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

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

Goals/Areas for Improvement

Recommendations: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

D. Action Plan Based on Resources to Support the Academic Program

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

Recommendation 1: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

Recommendation 2: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

Recommendation 3: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

E. Action Plan Based on Student and Faculty Surveys

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

Recommendations: [Insert text here]

Rationale for Recommendations: [Insert text here]

Person Responsible for Implementing the Recommended Actions: [Insert text here]

Date of Completion: [Insert text here]

Appendix

Appendix 1: Academic Program Level Enrollment and Success

The following data is provided by the Office of Institutional Research.

**Table A1. Course Success Rates in First-Year and Second-Year High-Enrolled 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	
		#	%		#	%		#	%		#	%		#	%
High-Enrolled Program Courses in First Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
High-Enrolled Program Courses in Second Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
Overall Total															

**Table A1. Course Success Rates in First-Year and Second-Year High-Enrolled 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	
		#	%		#	%		#	%		#	%		#	%
High-Enrolled Program Courses in First Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
High-Enrolled Program Courses in Second Year															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
[COURSE #]															
Subtotal															
Overall Total															

Table A2. 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	
		#	%		#	%		#	%		#	%		#	%
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

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	
		#	%		#	%		#	%		#	%		#	%
In-Person															
Online															
Dual Enrollment															
Total															

Note: In-person includes Hybrid.

Table A4. Success Rates in [Course Number] by 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															
Other															
Subtotal															

Table 12. 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]									
Total									

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 13. Fall-to-Spring Retention Rates for All Program-Placed [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts

Race/Ethnicity	Cohort														
	[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]		
	N	Retained		N	Retained		N	Retained		N	Retained		N	Retained	
#		%	#		%	#		%	#		%	#		%	
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

Table 14. 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]									
Total									

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 A5. Fall-to-Fall Retention Rates for All Program-Placed [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX through Fall 20XX]

Race/Ethnicity	Cohort														
	[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]			[Fall 20XX]		
	N	Retained		N	Retained		N	Retained		N	Retained		N	Retained	
#		%	#		%	#		%	#		%	#		%	
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

Table A6. Graduation Rates of All Program-Placed [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts

Cohort	All [Program, Degree Type]			NOVA [Comparable Degree]		
	N	Graduated		N	Graduated	
		#	%		#	%
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
Total						

Table A7. Graduation Rates of Full-Time and Part-Time [Program Name] Students in the Same Program and College-Wide: [Fall 20XX] through [Fall 20XX] Cohorts

Cohort	Full-Time [Program, Degree Type]			Part Time [Program, Degree Type]		
	N	Graduated		N	Graduated	
		#	%		#	%
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
[Fall 20XX]						
Total						

Table A8. Graduation Rates of All [Program Name, Degree Type] Students in the Same Program by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts

Race/Ethnicity	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Graduated		N	Graduated		N	Graduated		N	Graduated		N	Graduated	
		#	%		#	%		#	%		#	%		#	%
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

Table A9. 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]									
Total									

Table A10. Transfer-Out Rates of All [Program Name, Degree Type] Students by Race/Ethnicity: [Fall 20XX] through [Fall 20XX] Cohorts

Race/Ethnicity	[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]			[Semester 20XX]		
	N	Transferred		N	Transferred		N	Transferred		N	Transferred		N	Transferred	
		#	%		#	%		#	%		#	%		#	%
White															
Black/African American															
Hispanic															
Asian															
American Indian/Alaskan															
Hawaiian/Pacific Islander															
Not Specified															
Two or More Races															
Unknown															
Total															

Table A11. 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