Program Name:	
Dean Name:	
Department Chair Name:	
APR Contact Name:	
APR Contact Email:	
APR Contact Phone:	

The Southwest Tennessee Academic Program Review (APR) is a systematic process used to analyze and document the ways in which we are serving our community and fulfilling our institutional mission. The review provides a foundation for understanding program strengths and allows recommendations to bring about change. Southwest Tennessee initiates an APR for each program every three years on a rotating cycle. The APR requires the reviewer to examine the following areas to determine the relationship between the program and the university's mission:

1. Previous APR (If Any)
2. Curriculum and Assessment Mapping
3. Evidence of Student Learning
4. Student Satisfaction
5. Faculty Usage and Development
6. Financial Sustainability
7. Recruitment, Enrollment, Retention, and Graduation
8. Class Offerings
9. Industry Trends and Innovations
10. Competitors
11. Employment Forecasts
12. Recommendations and Next Actions

Macon Cove Campus • Union Avenue Campus • Fayette Site • Gill Center • Maxine A. Smith Center • Millington Center • Whitehaven Center

Southwest Tennessee Community College, a Tennessee Board of Regents institution, is an affirmative action/equal opportunity college.

SECTION 1: PREVIOUS APR

Section one reflects on the past APR (if any) and responds to any recommendations that were made at that time. The reviewer should list recommendations, actions taken, and discuss implications or challenges resulting from those actions.

The reviewer should consider the following items for discussion:

- Program goals and/or student learning outcomes that were developed as a result of the previous APR and any assessment results conducted as a result.
- Informed decisions used based on APR including (refinement of department goals, strategic plan, development, improvement, and budgeting)
- Any Changes implemented as a result of the previous APR

SECTION 2: CURRICULUM AND ASSESSMENT MAPPING

Curriculum and outcome mapping ensures alignment of program, program goals, and student learning outcomes; which affords an opportunity to ensure course coverage and sequencing of outcomes in courses. Program Goals are broad based statements to describe the long-term targets of a program, program development, and its students expected program *end* knowledge, competencies, or skills. Student Learning Outcomes describe discipline specific concepts that can be measured to demonstrate student learning. Student learning outcomes should be mapped directly back to program goals with each program goal having one or more student learning outcome connected. Student learning outcomes should have measurable evidence of learning which will be provided in the following section.

The Reviewer should include an excel mapping that identifies alignment of program goals, student learning outcomes, course coverage, assessment method, and performance target. The excel table should include a column that notes any areas that assessments are not included, are too broad, or are not clearly defined; this should contain assessments that are not tied to a specific rubric sections, test banks or questions, and those not linked to student learning outcomes.

The reviewer should discuss current program goals, industry or national standards, and any additional areas needed for discussion. A discussion of current student learning outcomes, and goals not aligned with student learning outcomes, and any additional areas concerning student learning outcomes they wish to address should be included.

The reviewer should consider the following items for discussion:

- Intended students' knowledge or skills
- Alignment of program goals to the university mission and values
- Alignment of program goals to program mission
- Alignment to of program goals to description of a successful student and program
- Alignment with any accreditation, industry and/or national standard
- Course coverage of student learning outcomes
- Alignment of course sequence to student learning outcomes

- Prerequisite Requirements for Course Sequence
- Scaffolding achievement of program goals and student learning outcomes
- Student learning outcome alignment with program goals
- Student learning outcome language (Bloom's hierarchy), measurability, action-oriented, and results-driven
- Student learning outcome focus on learning outcomes and not learning process
- Opportunities for students to learn relevant knowledge, competencies, and skills
- Major assignments, papers, projects, portfolios, demonstrations, performances, art work, exams used to measure outcomes
- Assignments alignment to outcomes
- Student opportunities to demonstrate mastery under assessment measure
- Process for keeping curriculum and mappings current and effective

SECTION 3: EVIDENCE OF STUDENT LEARNING

Section three provides an opportunity to provide evidence of student learning and the program's effectiveness in reaching both program goals and student learning outcomes. The reviewer should review the results assessments indicated in section two by provide a summary of the results, discuss differences in delivery methods and locations, noting exceeding and underperforming areas, and identifying any trends or notable comparisons to previous years. The reviewer should conclude by examining the evidence gathered and provide a discussion related to the success of student learning in the program as it relates to the program goals.

The reviewer should consider the following items for discussion:

- Data being collected, tracked, and assessed
- Data collection systems in place or the need thereof
- Current assessment existing or the need thereof
- Resources needed if any in collection
- Usability of information
- Evidence demonstration of expected student knowledge, skills, or competencies
- Obtainment of performance targets
- Benchmark score comparisons
- Assessment placement of knowledge, skills, and competencies
- Possible factors effecting results
- Assessment time from concept introduction to expected mastery
- Exceeding and underperforming areas
- Effectiveness of assessment

SECTION 4: STUDENT AND ALUMNI FEEDBACK

Section four explores the qualitative satisfaction results from students and alumni. Discussion from this section should involve student and alumni perceptions of the program, faculty, career projection, and any program recommendations given during the survey. The Reviewer should use alumni surveys, course evaluations or other appropriate evidence to provide summaries for

both students and alumni that include any noted themes, trends, areas for improvement, identified strengths, and implications for the program.

The reviewer should consider the following items for discussion:

- Students perception of program curriculum, faculty, advising, learning environment
- Major strengths and weaknesses identified by students
- Students struggles with specific courses/deliveries/locations
- Preparation for post-graduate success
- Alumni perception of program curriculum, faculty, advising, learning environment
- Major strengths and weaknesses identified by alumni
- Alumni influence on reputation in community
- Alumni success
- Alumni identified critical skills

SECTION 5: FACULTY USAGE AND DEVELOPMENT

Section five reviews faculty teaching loads, adjunct to full time ratios, faculty development opportunities, faculty end of course evaluations, faculty surveys, and any other evidence deemed appropriate. The reviewer should discuss the impact of teaching, the ratio of adjunct to full time staffing, end of course evaluations relative to faculty, and any noted themes identified from the review.

The reviewer should consider the following items for discussion:
- Faculty program orientations
- Required academic credentials
- Ratio full-time faculty and adjuncts?
- Teaching load impact including directed studies and external teaching
- Faculty perception of program curriculum, faculty, advising, learning environment
- Major strengths and weaknesses identified by faculty
- Alignment of new faculty hire requests with budgets, program planning, student learning, and curriculum changes
- Faculty Retention

SECTION 6: FINANCIAL STABILITY

Section six examines the financial stability of the program by comparing tuition revenues with expenditures from faculty, staff, and the program. The reviewer should discuss revenues from tuition and special fees for their program. This should be compared with expenditures for salaries (faculty, staff, adjuncts, and stipends), division office, professional development, and supplies. Discussion should be conducted on to what degree the Net Surplus/Deficiency covers direct instructional costs and the impact this creates on the college. The reviewer could consider and include what other factors either qualitative or quantitative impact this discussion.

SECTION 7: RECRUITMENT, ENROLLMENT, RETENTION, AND GRADUATION

Section seven reviews recruitment, enrollment, retention and graduation information for the program over the last five academic years. The reviewer should include a table with a comparison of FTE, headcounts, demographics, student primary location, retention, and graduation statistics. The reviewer should discuss marketing and recruitment efforts in the community and in local high schools; analyze enrollment, retention, and graduation trends; and discuss potential reasons, strengths, plans for improvement, and any other implications deemed appropriate.

The reviewer should consider the following items for discussion:

- Strategies for recruitment, Retention and Graduation
- Trends in Enrollment
- Achievement of Enrollment Goals
- Program attraction and retaining
- Differences in enrollment, retention, and graduation rates by location

SECTION 8: CLASS OFFERINGS

Section eight addresses scheduling effectiveness and space utilization. The reviewer should review faculty to student ratios at each location and online and discuss the impact relative to faculty and student's success.

The reviewer should consider the following items for discussion:

- Section Enrollment numbers
- Faculty course load requirements
- Trends in program enrollment, retention, and graduation
- Impacts of recruitment efforts
- Scheduling process
- Physical space concerns or barriers
- Differences at locations/online

SECTION 9: INDUSTRY TRENDS AND INNOVATIONS

Section nine examines the program demand within the labor market including local, regional, and/or national. The reviewer should examine information from industry advisory boards and information gathered from creditable industry sources. The reviewer should discuss any existing or emerging trends within the field as they relate to your program and employment of your student's post-graduation as well as the outlook for the field in the next 5 years. This summary should identify best practices, trends, and innovations in the field and discuss implications for the program.

The reviewer should consider the following items for discussion:

SECTION 10: COMPETITORS

Section ten examines "competitor" programs and how your program compares. The reviewer should use competitor's websites and other appropriate sources in the discussion of this section. The discussion should include analysis of key metrics in comparison with peer institutions, ways to differentiate program, and implications for the program.

The reviewer should consider the following items for discussion:

- Key competitors including analysis of geographic area
- Similarity of programs
- Differences of programs
- Program reputation among other peer institution
- Program differentiation from competitors
- Delivery methods offered
- Relevance of research to competitor analysis

SECTION 11: EMPLOYMENT FORECASTS

Section eleven looks at where students go after graduation and what is being done to enhance the likelihood of success or assist students reaching those goals. The reviewer should discuss employment outlook, obtainment, curriculum alignment for transfers, and the employment demands of the industries where students will work.

The reviewer should consider the following items for discussion:

- Student rates that transition into employment, bachelor's degree program, or both
- Structures, processes, and/or classes provided to aid obtainment of post-graduation goals
- Industry demand in local, regional, and/or national market
- Curriculum alignment for transfers
- Program components the target successful completion of these goals
- Additional opportunities for support

SECTION 12: RECOMMENDATIONS AND NEXT ACTIONS

The conclusion section will analyze and summarize the proceeding eleven sections. The reviewer should discuss what went right, what went wrong, the implications of those results, and the next steps for the program and following academic year. A plan of action and timeline should be included in the attachments.