Academic Program Review Handbook
2017

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Defining Academic Program Review (APR)

In 2012, Central Arizona College, revised its academic program review process, moving from a division-based review to a process focused on assessing and evaluating individual degree and certificate programs. Each degree and certificate program must engage in a self-study every five years. A team of internal peer reviewers evaluates the program using the information provided in the self-study. ALL degree programs and certificates must go through the internal academic program review process even if the program also engages in self-study evaluations for an external accreditation. Central Arizona College Policy and Procedure 575 govern the academic program review process.

On December 9, 2014, the CAC Academic Program Review Committee approved the following purpose statement that guides the APR process at CAC:

The Academic Program Review Process will…

- Evaluate the effectiveness of the academic program in achieving its stated educational goals.
- Evaluate the viability and sustainability of the academic program.
- Evaluate the quality and strengths of the overall program curriculum.
- Ensure the program is aligned with community needs, the college's mission, and the college's strategic goals.
- Evaluate the adequacy of resources available to the program, and provide a vehicle for documentation of resource deficiencies.
- Help identify strategic plans and priorities for future enhancement of the academic program.
- Intersect with the curriculum updating processes, student learning outcome assessment processes, and the operational planning process by both providing information for and using information produced from those processes.

In addition, Academic Program Review is an important process according to our regional accreditor, The Higher Learning Commission. It helps us achieve the following accreditation criterion and core components:

Criterion Four. Teaching and Learning: Evaluation and Improvement

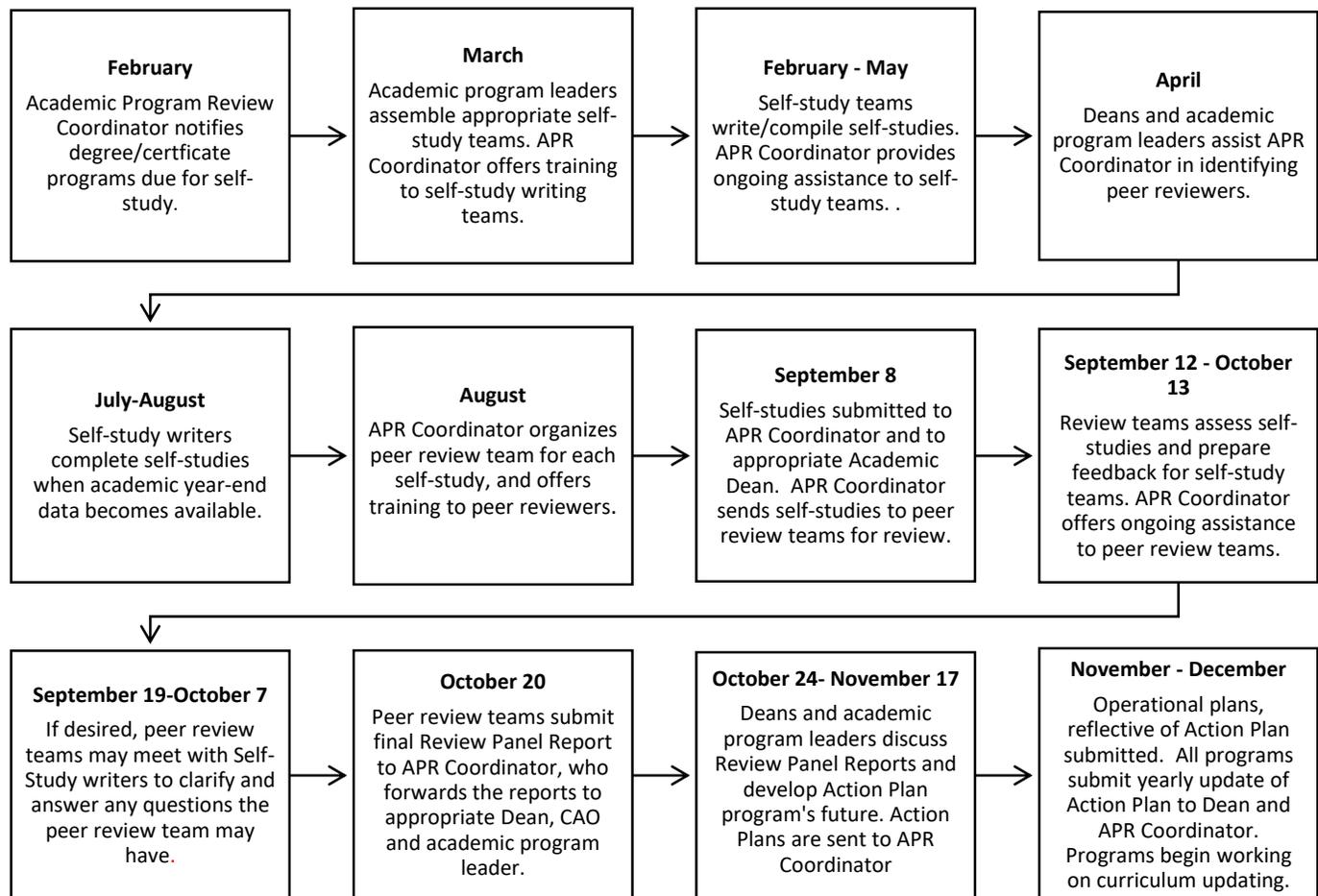The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components
4.A. The institution demonstrates responsibility for the quality of its educational programs.
1. The institution maintains a practice of regular program reviews.

Overview of the Academic Program Review Process

Academic program review operates on a five-year cycle, meaning each degree and certificate must complete a self-study once every five years. The process of writing and assessing the self-study occurs during one calendar year, beginning in January and ending in December. The following chart details a basic overview of the process:

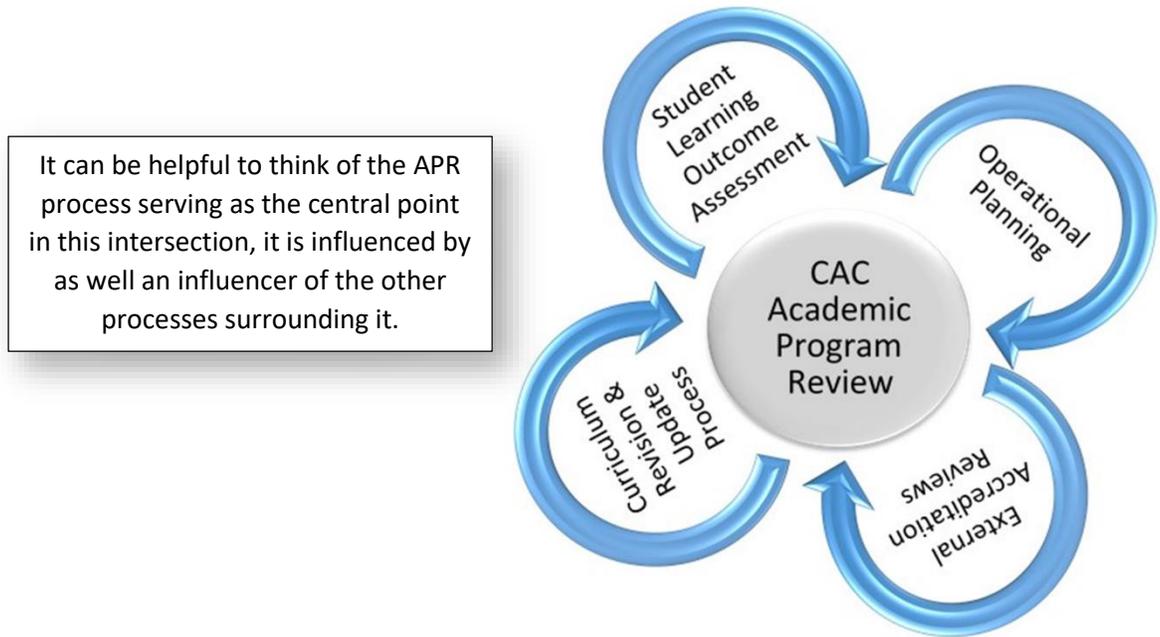|			
February Academic Program Review Coordinator notifies degree/certficate programs due for self-study.	**March** Academic program leaders assemble appropriate self-study teams. APR Coordinator offers training to self-study writing teams.	**February - May** Self-study teams write/compile self-studies. APR Coordinator provides ongoing assistance to self-study teams. .	**April** Deans and academic program leaders assist APR Coordinator in identifying peer reviewers.
July-August Self-study writers complete self-studies when academic year-end data becomes available.	**August** APR Coordinator organizes peer review team for each self-study, and offers training to peer reviewers.	**September 8** Self-studies submitted to APR Coordinator and to appropriate Academic Dean. APR Coordinator sends self-studies to peer review teams for review.	**September 12 - October 13** Review teams assess self-studies and prepare feedback for self-study teams. APR Coordinator offers ongoing assistance to peer review teams.
September 19-October 7 If desired, peer review teams may meet with Self-Study writers to clarify and answer any questions the peer review team may have.	**October 20** Peer review teams submit final Review Panel Report to APR Coordinator, who forwards the reports to appropriate Dean, CAO and academic program leader.	**October 24- November 17** Deans and academic program leaders discuss Review Panel Reports and develop Action Plan program's future. Action Plans are sent to APR Coordinator	**November - December** Operational plans, reflective of Action Plan submitted. All programs submit yearly update of Action Plan to Dean and APR Coordinator. Programs begin working on curriculum updating.

Academic Program Review at CAC is a central process in that it provides an opportunity for multiple other processes to intersect and influence one another. Academic Program Review intersects with the following process:

- **External Accreditation –** Programs that have external accreditation reviews should use the internal and external self-studies to inform the other. Generally, the internal self-study is briefer, and should be able to pull substantially from the external review, as well as help the program continue to prepare for any upcoming external reviews.
- **Operational Planning –** Programs will develop Action Plans upon receipt of the Review Panel Report. The goals and actions for program improvement can and often should be addressed as operational planning goals.
- **Student Learning Outcome Assessment-** The degree to which students are achieving the learning outcomes in the program and its courses is a key measure of program effectiveness. Thus, the

Academic Program Review process serves as a key vehicle for reporting and evaluating your assessment results.

- **Curriculum Planning and Revision –** Curriculum is closely related to the effectiveness and viability of the program. As part of the Academic Program Review process a thorough curriculum evaluation is completed, and thus the APR process should inform a program's curriculum updating and revision process.

It can be helpful to think of the APR process serving as the central point in this intersection, it is influenced by as well an influencer of the other processes surrounding it.

Roles in the Academic Program Review Process

Many people are involved in the Academic Program Review Process. One of the most important roles is that of CAC's Academic Program Review Committee. This committee is the "owner" of the process.

The Committee Charge:

Create a systematic process for instructional program review that ensures quality teaching and learning, relevancy of curriculum and instruction, and fulfillment of the program's mission. The committee will continually evaluate and make recommendations for improvement to the program review process.

The APR Committee's Responsibilities:

- Monitor, recommend and approve any changes to the Academic Program Review Process
- Monitor, recommend and approve any changes to academic program review templates and tools used in the process.
- Approve Program Cycle
- In conjunction with coordinator write and submit to CAO overall summary report of Academic Program Review each year.
- Be an advocate for the value of academic program review at CAC

Another key role in the process is that of the **Academic Program Review Coordinator.** The coordinator works with others involved to ensure that the self-studies are completed and evaluated in a high quality and timely manner. The Academic Program Review Coordinator is selected by and reports to the Chief Academic Officer.

Job Description of the Coordinator:

The coordinator is a faculty member with 3 credit hours of release time during fall and spring semesters and is paid a stipend for the academic year equal to 3.5 hours at adjunct pay who has expertise in the area of academic program review. The coordinator facilitates the process and works with self-study writers and peer reviewers to ensure that the self-studies and reviews are of high quality and completed on time. The coordinator works with programs to ensure that they use recommendations and information from the review process to make improvements to the academic programs at Central Arizona College.

Academic Program Review Coordinator Responsibilities:

- Assemble and provide training, guidance and assistance to those writing the self-studies.
- Receive completed self-studies from writers and deliver self-studies to the peer review teams for assessment.
- Ensure well-balanced and unbiased peer review teams are in place to review each self-study.
- Provide training, guidance and assistance to peer reviewers during the review process.
- Ensure peer review teams complete their work by due date, receive Review Panel Reports from the teams and forward them to appropriate Dean, CAO, and academic program leader.
- Continually keep the program cycle updated by adding and deleting programs as necessary.
- Attend APR Committee meetings.
- Ensure that Academic Program Review information and materials are updated and available to all who need them.
- Communicate with Deans and CAO as needed on all aspects of Academic Program Review.

People who manage CAC's academic programs typically have the job title of Division Chair, Director, or Coordinator and they serve in the capacity of the **Self-Study Writers**. While they may certainly enlist assistance from others on their staff, the job of ensuring that the self-study is completed falls to them. These Self-Study Writers may also enlist the assistance of the Dean, the APR Coordinator, and the Office of Institutional Research in order to complete the self-study.

Self-Study Writers Responsibilities:

- Attend training for self-study writers offered by APR coordinator.
- Work with the APR coordinator, dean, and others to ensure the self-study is complete, accurate, and well written.
- Submit the self-study by Sept. 7 to dean and APR coordinator.
- Meet for clarifications with peer reviewers if requested.
- Develop and follow up with Action Plan appropriately

Peer Reviewers are involved in the process after the self-studies are complete. Peer reviewers are typically faculty, preceptors, or staff who work directly with academic programs, or act as academic advisors. If you wish to serve as a peer reviewer please speak to your dean, program director, division chair or to the APR Coordinator. The APR Coordinator solicits deans, program directors, and division chairs each spring for the names of people who will serve as peer reviewers that coming fall.

Responsibilities of Peer Reviewers

- Attend peer review training offered by APR coordinator.
- Offer an honest and constructive evaluation of the self-study, as it is submitted, according to the criteria established in the Review Panel Report.
- Meet with the self-study writer(s) for clarification of self-study if necessary.
- Return completed Review Panel Reports to the APR coordinator by Oct. 15, indicating which of the following categories they have indicated for the academic program.
  - ➢ One of exceptional quality which should be continued
  - ➢ One of quality which should be continued
  - ➢ A program which should be conditionally continued
  - ➢ A program which should be discontinued

Academic Deans are also integral to the process. They can assist in the writing/compiling of the self-study if they wish. They assist in identifying peer reviewers. They are key to ensuring that programs follow up with the feedback received from peer reviewers as well as ensuring that the program is developing a strong Action Plan to address any key weaknesses discovered during the Academic Program Review process.

Writing the Self-Study

If you are part of a team which will be writing a self-study, you will be invited by the APR Coordinator to attend a training session.   The process and forms will be explained, and you will have an opportunity to ask questions. The APR Coordinator will be available to help you continuously throughout the process of writing the self-study.

Self-Studies are completed using the template approved by the APR Committee. Each year the APR Committee will solicit feedback to the process, and may make revisions as needed. It is a goal to keep the process as stable as possible; however, sometimes changes are needed. Below you will find the 2015 template along with basic guidance for completing it. If you are using this manual after 2015, please check with the APR Coordinator or APR Committee to ensure that you have the most up-to-date template, as minor changes may have been made.

Academic Program Review: Self-Study

Instructions: *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

Program Under Review

Degree(s):

Certificate(s):

> No more than one degree should be addressed in a self-study. Any certificates closely related to the degree and that share significant curriculum may also be included in the same self-study.

Contact Information for lead on Self-Study:
Name:
Campus:
Phone:
Email:

> This should reflect the name of the division chair, program director or coordinator.

Program Description, Vision and Outcomes

What is the description of the program as stated in the current CAC catalog:

> Each degree or certificate has a description in the CAC catalog. Include and clearly label the description for each degree or certificate addressed in the self-study

Does your program have any other written mission or vision statements which do not appear in the catalog? If yes, please write them below and indicate where they appear.

Describe how the program's description, mission and/or vision aligns with the College's Mission:

What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:

> If needed, assistance on this can be provided by the Office Curriculum and Student Learning Assessment.

Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain.

Program Enrollment and Graduation Trends

Summarize the program enrollment data for the past 5 years in the chart below:

Degree/Certificate	2014-15	2013-14	2012-13	2011-12	2010-11

Discuss and explain the factors influencing the enrollment trends:

How has the program typically recruited students and marketed the program:

Summarize the program graduation rate trends for the past 3 5 years in the chart below:

Degree/Certificate	2014-15	2013-14	2012-13	2011-12	2010-11

Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?

> Data for these charts can be found in the CAC Fact Book, or contact the Office of Institutional Research. If you provide data other than that supplied by the Office of Institutional Research please explain why the data you have provided is more accurate than the institutionally supplied data.

Form approved by Academic Program Review Committee 12/9/2014

Program Curriculum:

Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.

Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate.

Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.

Indicate any external accreditations which the program has. Are there any available accreditations which the program does not have, but may benefit from seeking?

Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.

For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer

Indicate any articulation agreements in place for degree graduates.

Program Specific Resources:

In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.

Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years:

Discuss the adequacy of the human resources available to the program over the past 5 years:

Discuss the adequacy of the technological resources available to the program over the past 5 years:

Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 5 years:

Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years:

Discuss the adequacy of the student support resources available to the program and its students over the past 5 years:

Program Effectiveness

Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes? And According to the data, how well have students achieved these outcomes during the past 5 years?

If you have data which indicates the degree to which students in the program are achieving the college's Common Student Learning Outcomes please share and explain the data.

Form approved by Academic Program Review Committee 12/9/2014

Please see instructions for the Curriculum Comparison Chart elsewhere in the handbook. In this section, discuss what you learned about the program curriculum by making the comparisons.

Provide as specific data as possible regarding the demand or likely future demand for students with credentials such as those offered by this academic program. The Office of Institutional Research can assist in obtaining this data.

If unsure, assistance can be provided by the Office of Curriculum and Student Learning Assessment.

In this section, please focus on resources which are predominantly used by your program. You may discuss college-wide resources such as BlackBoard if there is something in particular you wish to mention about the resource in regards to your program.

In this section focus on the PROGRAM level learning outcomes. Have you assessed them? If so what data do you have? If it is a new program with no graduates yet, what vehicle(s) do you have in place that will allow program level assessment? Program level assessment often takes the form of licensure exams, capstone courses, final portfolios, etc.

How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.

Degree/Certificate	2014-15	2013-14	2012-13	2011-12	2010-11

If a degree is intended for transfer, or has transfer articulation agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions.

Describe the level of success (via completion rates, GPA, etc.) the program's prior students have achieved at transfer institutions.

If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:

If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.

Licensure/Certification	2014-15	2013-14	2012-13	2011-12	2010-11

Program Continuous Quality Improvement

Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years:

Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:

Describe other ways the program has engaged in continuous quality improvement:

Program Alignment with Institutional Goals:

Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.

Work with the Office of Institutional Research to determine if this data is available for your program.

Describe how your program supports successful transfer for program completers.

Work with the Office of Institutional Research to determine if this data is available for your program.

This data can be hard to obtain, but please discuss what you have or describe how the program is working toward obtaining this data.

In this section, offer a narrative of the program's quality improvement efforts over the past 5 years.

In this final section, describe how the program is helping the college achieve its current strategic goals. You do not need to address each goal, just the ones that the program helps achieve.

Completing Curriculum Comparison Charts

A key part of the self-study is a close examination of the program's curriculum. The curriculum comparison charts are meant to aid this process, and a chart should be completed for EACH degree and certificate addressed in a self-study.

Curriculum Comparison Chart (Certificate)

Create a table with a side by side comparison of each course (or category of course) required by the certificate curriculum.

Name of Certificate: Management		
CAC	Comparison #1: Chandler Gilbert Community College Retail Management Certificate	Comparison #2 Eastern Arizona College Retail Management Certificate
BUS 123: Business Relations (3) OR COM 100: Fundamentals of Human Communication (3)	COM110 Interpersonal Communication (3) OR IND133 Speaking in Business (3)	BUS251: Human Relations (3)
CIS120 Survey of Computer Information Systems (3	BPC110: Computer Usage and Applications(3) OR CIS105:Survey of Computer Information Systems (3)	CMP101: Introduction to Computers (3) OR CMP103: Introduction to Computer Based Systems (3)
	GBS110: Human Relations in Business and Industry (3) OR MGT251: Human Relations in Business (3)	
BUS 100: Introduction to Business (3) OR BUS 122: Small Business Management (3)		
BUS 180: Introduction to Marketing (3)	MKT271: Principles of Marketing (3)	SBM111: Marketing (3)
BUS 190: Principles of Management and Leadership (3)	MGT101: Techniques of Supervision (3) OR MGT229: Management and Leadership 1 (3)	SBM121: Supervision (3)
BUS 207: Business Communication (3)	GBS: Business Communications (3)	BUA259: Business Communications (3)
HRM252: Managing Hospitality Human Resources (3)	MGT179: Utilizing the Human Resources Department (3) OR MGT276: Personnel/Human Resources Management (3)	BUS221: Human Resource Management (3)
BUS101: Business Mathematics (3)	GBS: Business Calculations (3) OR MAT102 Mathematical Concepts and Applications (3)	
ACC100: Fundamentals of Accounting (3) OR ACC201:Financial Accounting (3)	ACC:111 Accounting Principles 1 (3)	SBM211: Financial Management (3)
BUS 220: Retail Management		BUS 211: Retail Management (3)
	ENG 101: First Year Composition (3) OR ENG 107: First Year Composition ESL (3)	
Total Credits: 30	Total Credits: 33	Total Credits: 24

Each certificate addressed in the self-study must have a curriculum comparison chart submitted. Although this example only has 2 comparisons for demonstration purposes, 3 comparisons will be made. You will place the curriculum for CAC in the left column as demonstrated. Include course number, name and credits. Group courses together if a student has choice. When filling in the comparison columns, use the most similar programs found in the state of Arizona. If 3 comparable programs do not exist in-state, you should include out-of-state program(s). When placing courses from comparable programs, put equivalent or very similar courses in the same rows. Give a unique course a row of its own, as demonstrated.

Curriculum Comparison Chart (Degree)

Create a table with a side by side comparison of each course (or category of course) required by the degree curriculum.

Name of Degree: Communication Studies A.A.		
	Central Arizona College	(Comparison #1): Eastern Arizona College: Communication Studies A.A.
General Education/Degree Requirements	General Education/Degree Requirements	General Education/Degree Requirements
If program uses institutional level AGEC-A, AGEC-B, AGEC-S, or AAS general education requirements please indicate appropriately. Also indicate if the program uses the A.A., A.S., A.Bus, or A.A.S. degree requirements.	AGEC-A	AGEC-A
Program Requirements	Program Requirements	Program Requirements
Individually list all other course requirements of the program. Indicate course number and name. Include any specifically required courses, even if the student can apply the course to general education.	SOC100: Introduction to Sociology (3) OR PSY101: Introduction to Psychology (3)	PSY101: Introduction to Psychology (3) OR SOC101: Introduction to Sociology (3)
	MSC101: Media and Society (3)	
	COM101: Interpersonal Communication (3) OR COM263: Intercultural Communication (3)	COM115: Introduction to Interpersonal Communication (3)
		COM260: Elements of Intercultural Communication (3)
	COM100: Fundamentals of Human Communication (3)	COM100: Introduction to Human Communication (3)
	COM202: Small Group Communication (3) OR COM259: Business and Professional Communication (3)	COM271: Small Group Communication (3)
	COM206: Public Speaking (3)	COM201: Public Speaking (3)
	COM207: Introduction to Communication Theory (3)	COM200: Basic Communication Theory (3)
	COM275: Communication Studies Capstone (1)	
		COM205: Survey of Communication Research (3) OR COM215: Interviewing Principles and Practices (3)
	Total Credits: 60	Total Credits: 64

If a degree is addressed in the self-study it must have a curriculum comparison chart submitted. Although this example only has 1 comparison for demonstration purposes, 3 comparisons will be made. You will place the curriculum for CAC in the left column as demonstrated. Include course number, name and credits. Group courses together if a student has choice. When filling in the comparison columns, use the most similar programs found in the state of Arizona. If three comparable programs do not exist in state, you should include out-of-state program(s). When placing courses from comparable programs, put equivalent or very similar courses in the same rows. Give a unique course a row of its own, as demonstrated. If comparing to an out-of-state program, in the general education requirements, you should just state "Institutionally Required General Education". Your program review is not meant to review the institutionally required degree requirements of other colleges, just the program specific requirements. However, do include in the listing of program requirements any courses which the program mandates as a general education choice if the student would have other course choices were it not for this program mandate. In the examples above, PSY/ SOC and COM 100 are an example of this type of situation.

Peer Review Process

Self-studies are submitted by September 1 of each calendar year. During the fall each will undergo the process of peer review. Three to four internal peer reviewers (typically faculty, preceptors, or staff who work directly with academic programs or act as academic advisors) review each self-study. None of the reviewers should work in any manner directly with the programs under review. Peer reviewers are trained by the APR Coordinator each fall, to help ensure they understand their role and duties. Upon completion of the review, the peer reviewers complete and submit the APR Review Panel Report.

Academic Program Review
Review Panel Report

Date of Review:

Names and positions of reviewers:
Member_____ Position _____
Member_____ Position _____
Member_____ Position _____
Member_____ Position _____

Each peer reviewers name and position is at the top of the report.

Evaluation of Program Description, Vision and Outcomes
Clarity and appropriateness of all program descriptions, mission or vision statements:

Clarity and appropriateness of all degree and/or certificate program student learning outcomes:

Evaluation of Program Quality
Quality and Appropriateness of Curriculum:

Contribution of Program in Meeting Institutional Strategic Goals:

Success of Program in Engaging in Continuous Quality Improvement:

Evaluation of Program Effectiveness
Success of Students in Achieving Appropriate Learning Outcomes:

Success of Students in Completing CAC Program:

Success of Students Upon Departure from CAC:

Evaluation of Program Viability
Evaluation of Enrollment Trends:

Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:

Evaluation of Program Viability Based on Adequacy of Resources:

In each section, peer reviewers offer a narrative summarizing their overall assessment of the programs under review.

Indicate Panel Reviewers Recommendation for Program:

Panel Reviewers Make One of the Following Recommendations Regarding the Program Under Review:

1. **Continue a Program of Exceptional Quality:** Continuation of the program is recommended without reservation. The reviewers wish to note the exceptional quality of the program. The program is not only seen as valuable to CAC students, a commitment to student's academic and personal success is clearly evident. The program demonstrates a commitment to continuous quality improvement. The long term viability of the program appears excellent.

2. **Continue a Program of Quality:** Program approval is recommended. Reviews have identified areas of achievement but also specific areas that need to be further addressed. The program meets all evaluative measures of quality and viability, but nonetheless could improve in substantial ways

3. **Conditionally Continue a Program:** Conditional approval is recommended with identification of specific areas requiring significant improvement. Improvements needed and a reasonable time frame for them to be made will be given. Viability of the program may be in question.

4. **Discontinue a Program:** A recommendation to discontinue a program is made if after receiving a conditional recommendation in the previous academic program review the program has failed to make necessary improvements. A recommendation to discontinue a program can be made even in the absence of a previous conditional recommendation if the quality or viability of a program is dismal. *Receiving this recommendation does not automatically mean a program will be discontinued. It is merely the recommendation of the review panel. This recommendation means that the College should seriously evaluate discontinuing the program.*

Panel Reviewers Recommendation for Program Action Plan:

The reviewers recommend the program address the following **Strengths**/weaknesses in their Academic Program Review Action Plan:

Here, peer reviewers indicate which of the four categories they have determined to place the program(s) in. Peer reviewers recommendations are not binding, as ultimately the decision to discontinue a program is a significant one, and requires the approval of many administrative levels.

In this final section, peer reviewers indicate recommendations they have for the program to consider putting into their action plan. These recommendations are not binding; they are just suggestions from the peer reviewers. Action Plans are ultimately created by the program director, coordinator or division chair and approved by the appropriate dean.

Developing the Action Plan

After the program receives feedback from peer reviewers on the Review Panel Report, it is time for the program to create the Action Plan. The Action Plan is a key part to making this a process of continual quality improvement. The appropriate dean should support the goals or actions a program chooses to include in its Action Plan. Each goal or action should serve to strengthen or improve the program in some manner during the ensuing five years. Any or all of these goals may be incorporated into and addressed in the operational planning cycle as well, if desired by the program.

Academic Program Review: Action Plan

In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process.

Goal/Action 1:

Cost/Resource Implications:	
Timeline for Achievement:	
Measure of Success:	

There are room for four goals here, but you may have less, or you may add more if you wish.

Goal/Action 2:

Cost/Resource Implications:	
Timeline for Achievement:	
Measure of Success:	

Goal/Action 3:

Cost/Resource Implications:	
Timeline for Achievement:	
Measure of Success:	

Goal/Action 4:

Cost/Resource Implications:	
Timeline for Achievement:	
Measure of Success:	

Yearly Updates
To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator

Discuss progress made toward Action Plan goals after one year:

Submitted by: _____ *Date:* _____

Discuss progress made toward Action Plan goals after two years:

Submitted by: _____ *Date:* _____

Discuss progress made toward Action Plan goals after three years:

Submitted by: _____ *Date:* _____

Discuss progress made toward Action Plan goals after four years:

Submitted by: _____ *Date:* _____

Each December, the program must revisit the Action Plan and write a brief update summarizing the progress made toward the goals. The form is then resubmitted to the appropriate dean and the APR Coordinator to be filed.