**Coversheet**

University: Navajo Technical University (NTU)

School: (Insert School name)

Academic Program(s) Reviewed: (for each degree level)

Program 1.

Program 2.

Program Review Committee (insert name and title of committee members) – Members consist of Data/Institutional Researcher, Job Placement Coordinator, Faculty Program Advisor *(Person will change depending on Program in Review)*, Assessment Coordinator, and CIE member 1 *(Person will change depending on Program in Review).*

Committee member 1.

Committee member 2.

Committee member 3.

Committee member 4.

Committee member 5.

Submitted (insert date)

Department Chair, (insert name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean, (insert name), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Review Advisors (insert name and title of committee members) – Advisors include a Subject Matter Expert/Advisory Board Member, CIE Member 2, & Faculty Member *(All Reviewers will change depending on Program in Review).*

Committee member 1.

Committee member 2.

Committee member 3.

****

**Program Review Guide**

**Introduction**

As part of Navajo Technical University’s (NTU’s) commitment to the cycle of planning and evaluation, a rigorous program review process is used. Each program at NTU has been reviewed once in every three (3) years by Program Review Committee to determine if a program is viable or if any changes need to be made in the curriculum.

Program Reviews is a critical component to NTU’s commitment to continuous improvement an alignment of its mission and strategic plan with its curricular programs. Program review follows the adoption of the five-year Strategic Plan and provides each school with the opportunity to reflect on its programs; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years. Each school will submit the program review packet within the program review cycle and will be reviewed by the Program Review Advisors in the usage of the Program Review template, rubric and a recommendation note containing the results. The resulting analysis will be provided to the University Cabinet, and the CIE committee to assist them in strategic decision making and resource allocation. The results will also be made available to the University community.

**Reasons for Program Review**

NTU implements program review because of the following reasons:

* To determine if a program is viable.
* Ensure that a program’s mission, goals, and priorities align with NTU’s mission and strategic plan and academic plan.
* Evaluate the quality of a program in comparison to national standards.
* Assist the University and departments to achieve optimal use of available resources.
* Faculty and staffing requirements
* Analysis of physical space appropriateness for teaching
* Adequacy of laboratory equipment
* Adequacy of supplies which are allocated to the programs to facilitate teaching
* Enrollment management, employment data, graduation rates, persistence, and retention
* Revenue and budget information
* Future trends in the industry

**Name of Program:** [Completed by Program Advisor(s)]

**Name of School:** [Completed by Program Advisor(s)]

**Date of Last Review:** [Completed by Program Advisor(s)]

**Date of Current Review:** [Completed by Program Advisor(s)]

**Enrollment and Graduate History** *(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| **Enrollment** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| **Graduates** |  |  |  |  |  |

**Program description and Curriculum Map/Program of Study/Degree Checklist** [Completed by Faculty Program Advisor(s)]

1 paragraph or a copy of catalog outline

**Alignment with university mission, strategic plan (Rubric 1)** [Completed by Program Advisor(s)]

1 paragraph

**Recognitions of quality of the program (Rubric 2)** [Completed by Program Advisor(s)]

Maximum 5 items, if applicable

**Program Goals and Learning Outcomes (Rubric 3)** [Completed by Program Advisor(s)]

(Insert: copied from program documentation, if none then indicate – Refer to Assessment Report/Program Assessment Submissions)

**Continuous Improvement made based on Assessment Results** [Completed by Program Advisor(s)]

1 paragraph

**Description of Student Learning Outcomes assessment program (Rubric 4)** [Completed by Program Advisor(s)]

1 paragraph

**Program relevance (curricular updates, graduate placement, employment prospects) (Rubric 5)** [Completed by Job Placement Coordinator]

1/2 page

**Major curricular changes since last review (or past five years)** [Completed by Program Advisor(s)]

Maximum 4 items

**Graduate placement data, employer satisfaction** [Completed by Job Placement Coordinator]

1/2 page

**Program completions (Rubric 6)** *(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Undergraduate** |  |  |  |  |  |
| **Master’s** |  |  |  |  |  |

**Retention Rate**:  a measure of how many freshmen continue their studies into their sophomore year. **(Rubric 7)** [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| **Number of First Time Students** |  |  |  |  |  |
| **Fall-to-Fall**  **Retention** |  |  |  |  |  |

**Persistence Rate**:  a measure of how many students return from the fall semester to the spring semester. This includes first years, sophomores, juniors, and seniors. **(Rubric 8)** [Completed by Data Team]

**Program - Student Survey Results** [Completed by Data Team]

Data team will send a student survey to students enrolled in the program.

**Advisement Summary Identifying Any Concerns** [Completed by Program Advisor(s)]

How are the student advised in the program? Who advises the students?

**If program has professional accreditation, attach most recent review findings and recommendations** [Completed by Program Advisor(s)]

**REPEAT THIS INFORMATION OF EACH PROGRAM IN DEPARTMENT. BEGIN NEXT PROGRAM ON NEW PAGE (for each degree level).**

**School/Program Summary (Benchmark ratio for student FTE/Faculty FTE is 18 to 1)** [Completed by Data Team]

**Faculty demographics (Rubric 9)** *(Capture last 5 years Fall to Fall)* [Completed by HR]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Full** |  |  |  |  |  |
| **Associate** |  |  |  |  |  |
| **Assistant** |  |  |  |  |  |
| **Inst/Lect** |  |  |  |  |  |
| **Adjunct** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

**Faculty Resumes Attached** [Completed by Program Advisor(s)]

Include all faculty and adjunct teaching in the program

**Staffing Summary (List all those that are considered staff)** *(Capture last 5 years Fall to Fall)* [Completed by HR]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Unclassified** |  |  |  |  |  |
| **Classified** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

**Note:** The terms “classified” and “unclassified” employee refer to the federal Fair Labor Act. Typically classified workers are paid hourly, with the FLSA setting standards on the minimum hourly ware and the overtime rate of 1 ½ times the hourly rate if the employee works more than 40 hours per week.

**Student/faculty ratio (Rubric 10)** *(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Student FTE/Fac FTE** |  |  |  |  |  |

**Average class size (Rubric 11)** *(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2015** | **2016** | **2017** |
| **Lecture** |  |  |  |
| **Lab only** |  |  |  |
| **Lecture/Lab** |  |  |  |
| **Online** |  |  |  |

**Total credit hours generated for program (Rubric 12)** *(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2013** | **Fall 2014** | **Fall 2015** | **Fall 2016** | **Fall 2017** |
| **Undergraduate** |  |  |  |  |  |
| **Graduate** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

Success

**Core Course completions (Rubric 13)***(Capture last 5 years Fall to Fall)* [Completed by Data Team]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2018 |
| Total Course Enrollment |  |  |  |  |  |
| Successful Completers |  |  |  |  |  |
| Total Students Enrolled in Core Courses |  |  |  |  |  |
| % |  |  |  |  |  |

**Note:** Core courses are required program courses and excludes general education courses. The total course enrollment numbers will include ***all*** students enrolled in the course.

**Expense per student and revenue to expense ratio (Rubric 14)** [Completed by Business Office]

*(Capture last 5 years Fall to Fall)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Expense per student** |  |  |  |  |  |
| **Rev/Expense** |  |  |  |  |  |

**Research and External Funding (Rubric 15)** *(Capture last 5 years Fall to Fall) [*Completed by Business Office].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013** | **2014** | **2015** | **2016** | **2017** |
| **External funding/Funding Source** |  |  |  |  |  |

**Future employment projections for discipline (to be provided to unit)** [Completed by Job Placement Coordinator]

**Faculty accomplishments and recognitions** [Completed by Program Advisor(s)]

Maximum 10 items

**Programs and areas of recognized excellence with supporting evidence** [Completed by Program Advisor(s)]

Maximum 5 items, one paragraph each

**Capacity for growth of programs** [Completed by Program Advisor(s) & Business Office]

1/2 page

**New program opportunities** [Completed by Program Advisor(s) & Business Office]

1/2 page

**Proposals to enhance programs** [Completed by Program Advisor(s) & Business Office]

1/2 page – include a side-by-side of the old and enhanced program

**Revenue generated from the program** [Completed by Business Office]

**Program Budget** [Completed by Business Office or Program Advisor]

Copy of Program Budget – **Total funds spend compared to budget.**

**Space Utilization Analysis**: [Completed by Program Advisor(s)]

(Location, square footage, technology, computers, software, etc…)

**Program Review Committee Recommendations** [Completed by Program Review Committee - Group]:

One page

**Program Review Cycle**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number** | **Program** | **Last Review Date** | **Current Review Date** | **Next Review Date (Three-Year Cycle)** |
|  | Accounting (A.A.S.) | April 2014 | Spring 2017 | Spring 2020 |
|  | Administrative Office Specialist (Certificate and A.A.S) | April 2014 | Spring 2017 | Spring 2020 |
|  | Advanced Manufacturing Technology (B.A.S.) | Fall 2015 | Fall 2018 | Fall 2021 |
|  | Applied Computer Technology (Certificate) |  | Spring 2017 | Spring 2020 |
|  | Automotive Technology (Cert. and A.A.S.) | April 2014 | Spring 2017 | Spring 2020 |
|  | Biology (B.S.) | Fall 2017 | Fall 2020 | Fall 2023 |
|  | Bookkeeping (Certificate) |  | Spring 2017 | Spring 2020 |
|  | Building Information Modeling (A.A.S.) |  | Spring 2017 | Spring 2020 |
|  | Carpentry (Certificate) | 5/2/2016 | Fall 2018 | Fall 2021 |
|  | Chemical Engineering (A.A.S.) | Fall 2015 | Fall 2018 | Fall 2021 |
|  | Commercial Driver License (Technical Cert.) |  | Fall 2018 | Fall 2021 |
|  | Computer-Aided Drafting (Certificate) |  | Fall 2018 | Fall 2021 |
|  | Computer Science (Certificate) | Spring 2016 | Fall 2019 | Fall 2022 |
|  | Counseling (Certificate) | Spring 2016 | Fall 2019 | Fall 2022 |
|  | Construction Technology (Certificate and A.A.S) | April 2014 | Fall 2018 | Fall 2021 |
|  | Creative Writing and New Media (B.F.A.) |  | Fall 2016 | Fall 2019 |
|  | Culinary Arts Technology (Certificate and A.A.S.) |  | Spring 2018 | Spring 2021 |
|  | Diné Culture Language and Leadership (B.A. and M.A.) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | Early Childhood & Multicultural Education (Certificate, A.S., B.S.) | April 2014 | Spring 2017 | Spring 2020 |
|  | Electrical Engineering (B.S.) |  | Fall 2016 | Fall 2019 |
|  | Electrical Trades (Certificate) |  | Fall 2017 | Fall 2020 |
|  | Energy Systems (A.A.S.) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | Engineering Technology (A.A.S.) | Spring 2018 | Spring 2021 | Spring 2024 |
|  | Environmental Science & Nat Res (Certificate, A.A.S., and B.S.) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | General Education | 3/10 /2016 | Spring 2019 | Spring 2022 |
|  | General Studies (A.A.) | Spring 2016 | Fall 2019 | Fall 2022 |
|  | Geographic Information System (Certificate and A.A.S.) |  | Fall 2016 | Fall 2019 |
|  | Industrial Engineering (B.S.) |  | Spring 2018 | Spring 2021 |
|  | Industrial Maintenance and Operations (Cert.) | 5/27/2014 | Fall 2017 | Fall 2020 |
|  | Information Technology (Certificate, A.A.S., and B.S.) | 5/27/2014 | Fall 2017 | Fall 2020 |
|  | Law Advocate (A.A.S.) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | Law Enforcement (Certificate) | Fall 2017 | Fall 2020 | Fall 2023 |
|  | Legal Assistant (Certificate) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | Mathematics (Certificate and A.S.) |  | Fall 2017 | Fall 2020 |
|  | Navajo Transcription |  | Fall 2017 | Fall 2020 |
|  | New Media (B.A.S.) |  | Fall 2017 | Fall 2020 |
|  | Nursing (ADN) | 6/23/2014 | Fall 2019 | Fall 2022 |
|  | Pre-Nursing (Certificate) | 5/2/2016 | Spring 2019 | Spring 2022 |
|  | Professional Baking (Certificate and Associate) |  | Fall 2016 | Fall 2019 |
|  | Public Administration (A.A.S.) | April 2014 | Fall 2017 | Fall 2020 |
|  | Textile and Weaving (Certificate) |  | Fall 2016 | Fall2019 |
|  | Veterinary Technician (A.A.S.) | 5/2/2016 | Fall 2019 | Fall 2022 |
|  | Welding (Certificate) | Spring 2016 | Fall 2019 | Fall 2022 |
|  | Business Administration | Pending HLC Approval | Fall 2018 | Fall 2021 |

Program Assessment Rubric: Each school/program will submit the program review document, which will be reviewed in the following manner using the rubrics below. [Completed by the Assigned Reviewers]

# Each academic program within the school will be reviewed using the program assessment rubric.

# The school will be reviewed using the results of the program review template.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Measure** | **Room for Improvement**  **(0)** | **Emerging**  **(1)** | **Developed**  **(2)** |
| **1.** | Alignment with university mission and strategic plan | Program has no mission, or, mission is not at all aligned with the university mission and strategic plan | Program mission is somewhat aligned with the university mission and strategic plan | Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program |
| **2** | Recognition of quality of the program | Program lacks examples of recognition for quality and uniqueness | Program has some examples of recognition for quality, and has distinct elements | Program has many examples of recognition for quality and is clearly unique and distinct |
| **3** | Program goals and Learning outcomes | Program has not articulated clear program goals and learning outcomes | Program has goals and learning outcomes but has not yet defined assessment or has not acquired assessment data | Program has program goals and learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program |
| **4** | Description of student learning outcomes and assessment | Program lacks active assessment to document student achievement of specified learning outcomes | Program has some active assessment to document student achievement of specified learning outcomes | Program has active assessment to document student achievement of specified learning outcomes and use this information for continuous improvement |
| **5** | Program relevance (curricular updates, graduate placement, employment prospects) | Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections | Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections | Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections |
| **6** | Completions | Program does not have student completers | Program has some student completers | Program has increased student completers |
| **7** | Retention Rate | Program retention rates are trending downward | Program retention rates are stable | Program retention rates are trending upwards |
| **8** | Persistence Rate | Program persistence rates are trending downward | Program persistence rates are stable | Program persistence rates are trending upwards |

**School/Program Assessment Rubric**

**(Benchmark ratio for student FTE/Faculty FTE is 18 to 1)**

**Resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Measure** | **May need fewer resources**  **(0)** | **Resources adequate**  **(1)** | **May need more resources to meet need or to expand**  **(2)** |
| **9** | Faculty numbers | Faculty numbers are trending upwards | Faculty numbers are stable | Faculty numbers are decreasing |
| **10** | Student FTE/Faculty FTE ratio | Ratio is decreasing; student FTEs are falling while faculty stay the same or increase | Ratio is stable; faculty hires are keeping pace with student FTEs | Ratio is increasing; faculty hires are needed to keep pace with student FTEs |
| **11** | Average class size | Class sizes are trending downwards | Class sizes are stable | Class sizes are trending upwards |
| **12** | Total student credit hours | Student credit hours are trending downwards | Student credit hours are stable | Student credit hours are trending upwards |

**Success**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Measure** | **Room for improvement** | **Adequate** | **Exemplary** |
| **13** | Course completions | Course completions are trending downward | Course completions are stable | Course completions are trending upward |
| **14** | Expense per student and revenue to expense ratio | The revenue to expense ratio does not meet the criteria | In top 50% of revenue to expense ratio in the college OR the top 25% in university | In top 25% of revenue to expense ratio in the college AND the top 50% in the university |
| **15** | Research and External Funding | Has no external funding or the faculty to external funding ratio does not meet the criteria | In top 25% of faculty to external funding ratio in the college OR the top 50% in the university | In top 25% of faculty to external funding ratio in the college AND the top 50% in the university |

***Program Review Advisors write a summary conclusion*** [Completed by the Assigned Reviewers]

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.