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| **Career & Technical Education** | | | | | | |
| College Name: | | | |  | | |
| Academic Years Reviewed: | | | |  | | |
| **Program Identification Information** | | | | | | |
| Program Title | | Degree or Cert | | Total Credit Hours | 6-Digit CIP Code | List All certificate programs that are stackable within the parent degree |
|  | |  | |  |  |  |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | | | |
| **Program Objectives**  What are the overarching objectives/goals of the program? | | | |  | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | | |  | | |
| **Past Program Review Action**  What action was reported last time the program was reviewed? Were these actions completed? | | | |  | | |
| **Review Team**  Please identify the names and titles of faculty and staff who were major participants in the review of this program.  Also describe their role or engagement in this process. | | | |  | | |
| **Stakeholder Engagement**  Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)  Also describe their role or engagement in this process. | | | |  | | |
| **CTE Program Review Analysis**  Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | | | | |
| Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward. | | | |  | | | |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | |  | | | |
| **Indicator 1: Need** | | | | **Response** | | | |
| 1.1 What is the labor market demand for the program? | | | |  | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | |  | | | |
| 1.3 What labor market information sources are utilized? | | | |  | | | |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | | | |  | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | |  | | | |
| 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | | | |  | | | |
| **Indicator 2:**  **Cost Effectiveness** | | | | **Response** | | | |
| 2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:   * What are the costs to the institution associated with this program? * How do costs compare to other similar programs on campus? * How is the college paying for this program and its costs (e.g. grants, etc.)? | | | |  | | | |
| 2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | | | |  | | | |
| 2.3 What are ways that the college will be increasing the cost-effectiveness of this program? | | | |  | | | |
| 2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program? | | | |  | | | |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | | | |  | | | |
| **Indicator 3: Quality** | | | | **Response** | | | |
| 3.1 What are the program’s strengths? | | | |  | | | |
| 3.2 What are the identified or potential weaknesses of the program? | | | |  | | | |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? | | | |  | | | |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB[[1]](#footnote-1)? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | | | |  | | | |
| 3.5 Does this program meet the definition of a [career pathway program](http://www.iccb.org/cte/wp-content/uploads/2018/01/Statewide-Career-Pathway-Definition-as-adopted-by-the-ICCB-on-Dec-1.pdf)? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. | | | |  | | | |
| 3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? | | | |  | | | |
| 3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools. | | | |  | | | |
| 3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved? | | | |  | | | |
| 3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g.  automotive technology, NATEF). | | | |  | | | |
| 3.10 Are there industry-recognized credentials embedded within this program? If so, please list. | | | |  | | | |
| 3.11 Is this an apprenticeship program? If so, please elaborate. | | | |  | | | |
| 3.12 If applicable, please list the licensure examination pass rate. | | | |  | | | |
| 3.13 What current articulation or cooperative agreements/initiatives are in place for this program? | | | |  | | | |
| 3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | | | |  | | | |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed? | | | |  | | | |
| 3.16 What is the status of the current technology and equipment used for this program? | | | |  | | | |
| 3.17 What assessment methods are used to ensure student success? | | | |  | | | |
| 3.18 How are these results shared with others at the institution for continuous improvement? | | | |  | | | |
| 3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes? | | | |  | | | |
| 3.20 How satisfied are students with their preparation for employment? | | | |  | | | |
| 3.21 How is student satisfaction information collected? | | | |  | | | |
| 3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | | | |  | | | |
| 3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | | | |  | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates? | | | |  | | | |
| 3.25 How is employer satisfaction information collected? | | | |  | | | |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | | | |  | | | |

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| List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc. |
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| **Performance and Equity**  Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. | | | | | |
| CTE Program |  | | | | |
| CIP Code |  | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled |  |  |  |  |  |
| Number of Completers |  |  |  |  |  |
| Other (Please identify) |  |  |  |  |  |
| How does the data support the program goals? Elaborate. |  | | | | |
| What disaggregated data was reviewed? |  | | | | |
| Were there gaps in the data? Please explain. |  | | | | |
| What is the college doing to overcome any identifiable gaps? |  | | | | |
| Are the students served in this program representative of the total student population? Please explain. |  | | | | |
| Are the students served in this program representative of the district population? Please explain. |  | | | | |
| **Review Results** | | | | | |
| **Action** | Continued with Minor Improvements  Significantly Modified  Placed on Inactive Status  Discontinued/Eliminated  Other (please specify) | | | | |
| **Summary Rationale**  Please provide a brief rationale for the chosen action. |  | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. |  | | | | |
| **Resources Needed** |  | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? |  | | | | |

1. Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area;  (D) progresses in specificity;  (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.  [↑](#footnote-ref-1)