

## PROGRAM REVIEW OVERVIEW

Program reviews are an essential function of the assessment process, ensuring continuous improvement and supporting institutional planning and budget allocation. They are led by the faculty of each academic program, with support from various offices on campus. Periodic and comprehensive program reviews are required for [accreditation by NWCCU](#) and by the Montana University System Board of Regents ([BOR Policy 303.3](#)). For the BOR, the review must lead to and provide rationale for a decision concerning the future of the program: (1) continue the program, (2) continue the program with suggested modifications, or (3) discontinue the program.

The 5-year cycle uses student performance data, annual work plans, assessment database reports, and financial reports to examine the state of program and set goals for upcoming five years. Two to three programs are reviewed each year. The IDEA Committee reviews the report to provide constructive feedback prior to submission of the final report.

The Academic Program Review Committee (APRC) reviews the final report, meets with the program faculty, and proposes a preliminary program determination with supporting evidence from the program review.

The Dean's Cabinet reads the final report and the APRC proposal, and meets with program faculty to discuss the review and proposed determination. Cabinet and program faculty collaboratively determine the official decision concerning the future of the program and finalize recommendations for continuous improvement.

Final reports are published on the Helena College website and sent to the Board of Regents.

## ROTATION

### AY 2023-24

- Automotive Technology
- Diesel Technology
- Accounting & Business Technology

### AY 2024-25

- CNC Machining
- Industrial Welding & Metal Fabrication
- Metals Technology

### AY 2025-26

- Nursing
- Fire & Emergency Services

### AY 2026-27

- General Education

### AY 2027-28

- Aviation Maintenance Technology
- Information Technology & Programming
- Cosmetology

## TIMELINE

Date	Event
August 21	Programs notified of upcoming program review
September 15	<p>Deadline for faculty to complete training with APRC – discuss process, timeline, and content of review.</p> <p>Faculty receive the following at the training:</p> <ul style="list-style-type: none"> <li>• Previous program review and mid-cycle reports, if available</li> <li>• Annual Work Plan 5-Year Summary</li> <li>• 5-Year Budget Summary</li> <li>• Vector Solutions PD Report</li> <li>• Data summary questionnaire</li> <li>• Occupation list</li> </ul>
October 4	Deadline for faculty to complete and return data summary questionnaire and review list of occupations for which the program credentials prepare students
November 1	Institutional Research to provide program data summary and Assessment Database reports
January 31	Draft due for supervisor review
February 14	Supervisor review complete
March 7	Draft due for APRC review
March 28	Deadline for APRC to meet with complete review and meet with faculty
April 11	Final draft due to Cabinet
April 21 & 28	Cabinet and faculty reviewers meet to discuss report, recommendations, and program determination. Finalize implementation strategies and responsible parties.
<b>October 1, 2025</b>	<b>Final program review report due Annual Academic Program Review Report (final determination and rationale) submitted to MUS Board of Regents.</b>

## REPORT

Completed in Assessment Database. Reports will cover the following years:

- AY 2019-20
- AY 2020-21
- AY 2021-22
- AY 2022-23
- AY 2023-24

The report contains the following sections:

### 1. Program Overview

- Credentials: These will be added from your program profile.
- Description: This will be automatically added from your program profile.
- Program Mission Statement: This will be automatically added from your annual plan.
- Mission Alignment: Describe how the program's mission aligns with the [current Helena College mission](#) statement, or how you intend to update your mission statement to align with the new college mission.
- Additional comments: You may add any additional information that can provide context for your program review, such as external factors influencing program delivery or an expanded explanation of the purpose and goals of your program.

### 2. Five-Year Summary

- Previous Recommendations: List the recommendations from your previous program review report and provide a status update for each.
- Annual Work Plans: Use the 5-Year Annual Work Plan Summary provided by the IR to provide a narrative of the goals accomplished and/or attempted during the review period. Identify any trends in strategic plan alignment and provide any relevant follow-up on goals that had not been completed.
- Successes/Strengths: Highlight successes and strengths of last 5 years. You may describe as many as you wish, but 3-5 of each are recommended.
- Challenges: Describe significant challenges of last 5 years. It is recommended to focus on 3-5 challenges.

### 3. Student Learning

Please select whether you will complete this section for each credential together or separately. Use the information in the assessment reports to complete this section.

- Credential Learning Outcomes: These will be automatically populated from the database.
- Assessment: Describe how student learning is generally assessed within your program. Do your program's assessment activities sufficiently demonstrate students' achievement of course and credential learning outcomes? How do you use assessment results to inform curriculum? What has your program learned or changed regarding assessment activities as a result of using the assessment database?
- Curriculum & Instruction: Discuss any relevant or notable features of your program's curriculum, including how the program is offered and why such conditions are the proper fit to facilitate student learning (e.g., online vs. face-to-face, cohort-based, established

class schedules). Describe any innovative activities, such as high impact practices, that your students participate in. What curriculum changes have occurred since the last program review, and what were the reasons for the change (for example, assessment results, advisory board input, or changes to industry standards)? What curriculum changes do you have planned for the future?

#### 4. Alignment with Community Needs

- a. Community Partnerships: Discuss the partnerships and affiliations the program has with business, industry, education, and other communities. Explain how these collaborations benefit students and/or the program.
- b. Advisory Board: List the current advisory board members. Explain how meetings with the advisory board have informed program offerings, curriculum, and assessment.

#### 5. Data Review

Please select whether you will complete this section for each credential together or separately. Review the program data summary and reflect on numbers, trends, and external influences (what may have affected the numbers). Discuss for each.

- a. Program Enrollment: How has enrollment changed over the last five years? What could be the cause? What efforts have been made or could be made to recruit students?
- b. Retention: How has retention changed? What could be the cause? What efforts have been made or could be made to increase retention? What barriers exist?
- c. Degrees Awarded and Graduation Rates: How have these numbers changed over the past five years? What could be contributing to an increase or decrease? Have you identified any strategies to help more students earn their degrees on time?
- d. Market Analysis: Discuss job openings, wages, and/or transfer rates. Does the provided labor market data align with what you are hearing from industry and/or your advisory councils? If it differs, what might be the reason?
- e. Financial Impact per FTE: How much revenue does your program bring in per FTE student? How much does your program expend per FTE? How does this compare to other programs on campus, or the college average? Is your program doing anything to reduce the cost per FTE?
- f. Other comments (Optional): Discuss any other observations or analysis you conducted with this data, or describe what data would be helpful to have.

#### 6. Resources

- a. Faculty & Staff: All full-time faculty and any staff affiliated with the program must complete their own employee profile within the assessment database. See "[How to Access and Update Employee Profile.](#)"
- b. Professional Development: This section will also be pulled from the employee profile. All employees should list significant or notable PD activities from the past five years, including the date of completion.

- c. Budget: Review program budget and expense reports for the last five years. Explain any changes in revenue and/or expenses in this time period. Describe funding challenges. What efforts have been made to create efficiencies in the budget?
- d. Resource Needs: Discuss any needed resources – including but not limited to, financial, physical, human, or professional development/training. How will these resources support program growth or improvement? There will be an opportunity to expand on needed resources in the Recommendations section.

## 7. Recommendations

Based on your program review, identify at least one goal for your program to accomplish in the next five years. Use the dropdown menu at the top of the section to add goals.

Recommendation Title: Provide a brief title for your recommendation, 30 characters or less.

- a. Recommendation: Describe the proposed recommendation in one or two sentences.
- b. Rationale: Provide supporting rationale for this recommendation. Refer to previous sections of the program review, to best practices, or to research, where applicable.
- c. Targets: What will be the successful outcome of this recommendation? Measurable targets are strongly recommended, where possible.
- d. Strategy: What strategies need to be employed to achieve recommendations and targets? A timeline is encouraged, to any level of detail possible. This will be finalized during Cabinet review.
- e. Needed Resources: What human, fiscal, physical, or other resources are needed to implement this recommendation? Clearly describe what resources your program lacks.
- f. APRC Recommendation Feedback: APRC may provide suggestions or other feedback regarding the recommendation.
- g. Cabinet Recommendation Feedback
- h. Primary responsible party (required): Select a department. Recommendations will become part of this department's annual plans.
- i. Individual (optional): Enter individual's name.

## 8. APRC Committee Proposed Determination & Rationale

- a. Determination: Continue, Continue with Modification, or Discontinue Program
- b. Rationale: Supporting rationale for decision, as identified in the program review
- c. Additional Feedback: Any other relevant feedback

## 9. Dean's Cabinet Feedback

- a. Approval of APRC Determination
- b. *Conditional if no approval*: Rationale for disagreement
- c. Overall Cabinet Feedback

## 10. Final determination for BOR Report

- a. Final determination
- b. Supporting rationale
- c. *Conditional*: if continue with modifications or discontinue – determine next steps and responsible party

## HOW TO ACCESS AND UPDATE EMPLOYEE PROFILE

All employees in your area should complete their own staff profiles so that the Resources section is complete. Feel free to refer to and share this [Tutorial for completing Employee Profile](#) with your faculty, directors, and staff or follow these steps:

1. Log into the Assessment Database (Employee Portal > Academics box)
2. In main database menu, hover over Home, then go to **Director/Staff/Faculty Home**.
3. Follow the link to your profile page.
4. Complete each of the fields on the form.
  - a. Years in Position: If you have been in your position less than one year, enter a 1.
  - b. Recent Professional Development: List your most significant professional development activities from the past 5 years.
5. Change the Current Status to “Active” and click **Submit Changes**.

## ACADEMIC PROGRAM REVIEW COMMITTEE (APRC)

Standing committee of Faculty Senate.

- Oversees program review process throughout the year, ensures trainings and data are provided in a timely manner.
- Provides training and support throughout.
- Reads program reviews, meets with program faculty, and proposes program determination
  - Determinations include (1) Decision regarding future of program (continue, continue with modifications, or discontinue) and (2) Rationale for decision.
  - In the event a committee member is also completing a program review, the committee member will recuse themselves from the recommendation regarding the program's future.

## COMMITTEE MEMBERS

- Institutional Researcher, standing Chair
- Director of Business Services, standing member
- Executive Director of Enrollment, standing member
- Two faculty mentors, 1-year terms, determined by volunteers. In the absence of volunteers, will be selected by Executive Council of [Faculty] Senate
  - Faculty who participated in program review previous year, preferably different programs
- Two at-large faculty representatives, alternating 2-year terms
  - Selected by Faculty Senate from faculty in programs that are not scheduled to complete program reviews in the next two years