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| **Career & Technical Education** | | | | | | | | | | | | |
| College Name: | | | | | Shawnee Community College | | | | | | | |
| Academic Years Reviewed: | | | | | 2018-2022 | | | | | | | |
| **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 | |
| *(Full program title)* | | | *(Type one)* | | *(Total program hours)* | | | *(On ICCB*  *Curriculum Master List under Faculty Resources on MySCC)* | | | *(List N/A if none. Ask*  *your Chair or Dean if*  *unsure.)* | |
| 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 within this template or results may be reported within its own template. This is at the discretion of the college. | | | | | | | | | | | | |
| **Program Objectives**  What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | | | | | *List and describe objectives and goals in this section. Include the program learning outcomes (not course level). Program may include the program description here as well. If the program does not have existing objectives or goals, please consider creating them. For accredited programs, there may be set objectives and goals that already exist.*  *(Type your response below)* | | | | | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives  is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | | | | | *Use data and results from CQIs and CCAFs over the past five years to address this question. Include any graduate exit survey information and the percentage employed in a related field after graduation (as relevant to objectives and goals). For this section, the program may also include relevant data from the data dashboard. Contact Institutional Effectiveness Office as needed.* | | | | | | | |
| **Past Program Review Action** What action was reported last time the program was reviewed? Were  these actions completed? | | | | | *Review the previous program review. List here an update on actions stated in the last report or any actions/changes taken since the last review. Were the actions completed? If so, when? If not, why?* | | | | | | | |
| **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. | | | | | *Suggested language & format:*  *The faculty contributed to writing the narrative of the review and provided the outcomes data for the program. The contributors provided assistance with writing, reviewing and data analysis for the report. Below is a list of faculty and staff who were participants in the review of the \_\_\_\_\_\_\_\_\_ program.*  *Name/Title—Describe each person’s role in the review* | | | | | | | |
| **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. | | | | | *List all individuals or departments involved and describe their role in the process. List departments/entities/external partners who were involved in the review of this program for this review year. Describe what role each had in the review process.*  *Suggested Language/example:*  *Below is a list of departments and partners who were engaged in or participated in the review of the \_\_\_\_\_\_program.*  *Name, Title/Organization and describe their role in the review 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. | | | | | If program *has no* prerequisites, list N/A. Any  information provided should be currently in place during  the timeframe the program is being reviewed. Special  admissions programs should provide appropriate admissions information here (also list courses that are prerequisites to admission into the program, if applicable). | | | | | | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | | | | *Explain why the program exceeds 60 credit hours.*  *List reason(s) for the higher required number of credit hours (ex. accreditation or licensure). If degree program/certificate does not exceed the standard credit hours, type “N/A”.* | | | | | | | |
| **Indicator 1: Need** | | | | | **Response** | | | | | | | |
| 1.1 What is the labor market demand for the program? Cite local and regional labor market information. | | | | | [Completed by IE]  *Using the program’s CIP code, provide Lightcast Analyst “Program Overview” report data for both our local (5 service area counties) AND all 10 regional counties for:*   * *10-year Jobs Timeframe: Number of annual job openings projected (demand)* * *10-year Jobs Timeframe: Median earnings (wage) [provide the current living wage for comparison-* [*https://livingwage.mit.edu/*](https://livingwage.mit.edu/) *]* * *Last 6-months Job Postings Timeframe (demand): Average monthly postings and average monthly hires for the target occupation only; do not include related occupations* * *Provide latest completions data and number of other programs sourcing the region; compare number of completions with openings/postings*   *“Occupation Overview” report data for both our 5 service area counties AND all 10 regional counties as a comparison for:*   * *For next 5-year Timeframe: Current job context* * *Provide regional breakdowns, staffing patterns, and compensation*   Include citations for data  Analyst program-  Lightcast™.(2022). [Data files]. Retrieved from [URL] | | | | | | | |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | | | | | [Completed by IE]  *Using the program’s CIP code, provide Lightcast Analyst “Program Overview” report data for both our local (5 service area counties) AND all 10 regional counties for:*  *\*Compare these to the National Average*   * *10-year Growth rate* * *Last 5-year Jobs Timeframe: Number of annual job openings* * *Last 5-year Jobs Timeframe: Growth Rate* * *Next 5-year Jobs Timeframe: Number of annual job openings* * *Next 5-year Jobs Timeframe: Growth Rate*   Include citations for data  Analyst program-  Lightcast™.(2022). [Data files]. Retrieved from [URL] | | | | | | | |
| 1.3 What labor market information sources are utilized and how often are LMI data reviewed? | | | | | *Part 1:* [Completed by IE]  Labor market and living wage data are provided to the programs annually for their annual advisory council meetings. The following sources are utilized:  Lightcast™. (2022).  MIT Living Wage Calculator- <https://livingwage.mit.edu/>  *Part 2:* [Completed by Program]  *Include a summary about obtaining/utilizing feedback from employer surveys and/or advisory councils.* | | | | | | | |
| 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?) | | | | | *Suggested language:*  *The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts two main on-campus recruiting events for district high schools. The Shawnee Experience in the fall and CTE Day in the spring, where students get hands-on experiences of SCC programs and courses.*  *In addition to recruitment activities, the Marketing and Public Relations department is intentional in its efforts to promote programs via the College’s social media accounts, radio, and TV advertisements. Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.*  *\*May want to reference the supply of graduates compared to the demand from question 1.1 above.* | | | | | | | |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | | | | | ***USE THIS STATEMENT:***  Proposed needs/changes are brought to the Curriculum and Instruction Team for review. This team meets monthly throughout the academic year. | | | | | | | |
| 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. | | | | | *Please list any actions that will be taken based on the answers in section 1 (Indicator 1: Need), including from advisory councils.*  ***If none, provide a brief explanation as to why an action or modification is not needed at this time.*** | | | | | | | |
| **Indicator 2:**  **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* [*https://www.iccb.org/academic\_affairs/program-review/*](https://www.iccb.org/academic_affairs/program-review/)*)* | | | | | **Response** | | | | | | | |
| * 1. How does the institution assess cost-effectiveness for CTE programming? Consider:      + Costs to the institution associated with this program      + How costs compare to other similar programs on campus      + How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).      + Revenue Analysis      + Student to faculty ratio      + Course/section fill rates      + Enrollment trends      + Credit hours earned year to year      + Scheduling efficiency | | | | | *Be sure to respond to* ***each*** *bullet point associated with section 2.1. Work with your Chair and/or Dean to describe the line items in your budget and how they relate to the delivery of instruction in your program.*  ***If all items in this section are not addressed, the review template will be rejected and returned for corrections.*** | | | | | | | |
| * 1. What are the findings of the cost-effectiveness analysis? | | | | | *Faculty might want to discuss this section with the Chair and/or Dean. After review, explain why, or why not, the program is cost-effective to operate? Is there an opportunity to improve the cost-effectiveness of the program (consider fees, adjunct faculty vs. full-time, equipment, etc.)? Consider any changes the program will implement including: equipment costs, delivery mode, etc.* | | | | | | | |
| 2.3 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. | | | | | *If additional grants (ex. Perkins) are used to pay for items related to the program, please describe. In the event grants are used to pay for items related to the program, explain how the program will sustain in the absence of the grant funds. Is there a plan?*  *If not applicable, write “N/A”.* | | | | | | | |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)  How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming) | | | | | *Discuss if there are special/higher costs associated with the program. Compare costs to similar SCC programs. Suggestion: Compare two similar programs to the cost of your program.*  *(Example: Nursing $XXX,000, compared to Surgical Tech $XXX,000, and Medical Lab Tech $XXX,000)*  *Note: Costs may be more for your program or others but be sure the programs are comparable in field or dollar amount and that the additional cost is justified based on enrollment, needs to deliver curriculum, etc.* | | | | | | | |
| 2.5 How will the college increase the cost- effectiveness of this program? | | | | | *What resources are available to students to assist with associated program costs and fees? List all that apply. Consider scholarship funds, fee waivers, etc.*  *Explain steps are being taken to increase cost effectiveness or offer the program (i.e. staffing, space, equipment, scholarships, other innovative steps, etc.).* | | | | | | | |
| 2.6 Did the review of program cost result in any actions or modifications? Please explain. | | | | | *List any actions that will be taken, based on the answers in section 2 (Cost). If none, provide a brief explanation as to why an action or modification is not needed at this time.* | | | | | | | |
| **Indicator 3: Quality** | | | | | **Response** | | | | | | | |
| 3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?  How do the success rates of each delivery system compare? | | | | | *List and describe all instructional methods used for the* ***program.*** *There may be various ways in which* ***courses*** *are delivered, which can be discussed, but please mention whether the* ***entire program*** *is delivered in more than one modality. If so, you* ***must*** *discuss how success rates are compared for each delivery mode. \*Use the Course Enrollment report on the CROA Dashboard and sort by the course prefixes.*  ***Use the statement below, then explain how success rates are compared for each delivery mode used to deliver instruction.***  Course content is delivered through (name the modality/modalities) that is reinforced with student  mastery demonstrated through completion of reading  assignments, class participation, performance of hands-on  activities, and satisfactory completion of daily quizzes,  exams and comprehensive final.  Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.  (Explain and analyze your data here…) | | | | | | | |
| 3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered? | | | | | *You might say something like, “The program draws significantly on the advice and feedback provided by industry professionals on its advisory council that it may be aligned with industry standards” and discuss how the program ensures it meets standards.* | | | | | | | |
| 3.3 Is this program part of a [Program of Study](https://www.iccb.org/cte/programs-of-study/) as defined by Perkins V and approved by the ICCB?  If yes, describe any strengths or challenge to program of study implementation. | | | | | *Explain why the program is/or is not an official approved Program of Study and what would make it eligible to become a program of study under one of the Quality Components on the Expectations Toolkit. (See your Dean if you have questions.)* | | | | | | | |
| 3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway  elements. | | | | | *Sample response below from Basic Electricity FY22 Program Review. If your program meets the definition, state that it does, if not, you can use the statement below, but make sure you have the proper career cluster for your program.*  *This program does not currently meet the definition of a career pathway program; however, a goal of college’s Strategic Plan is for all CTE programs to be aligned to industry standards. Once aligned, this program will fall into the Construction Pathway under the Architecture and Construction Career Cluster.* | | | | | | | |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented  within this program that other colleges would want to learn about? | | | | | *Describe course or program innovations during the last five years (ex. partnerships, new/revised courses that support innovative curriculum, delivery or other related innovations) and list innovations that may interest other colleges.* | | | | | | | |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | | | | | *How does the program implement dual credit courses? How many students participated over the last five years? How many courses (not sections) have been offered over the last five years? What courses are a priority to offer and why?*  *If you do not offer dual credit courses, what courses will you consider offering that could strengthen your program’s dual credit?* | | | | | | | |
| 3.7 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? | | | | | *Describe opportunities for real world experience available to students in this program. List specific course numbers and titles and indicate whether or not these experiences are required courses or electives in the program*  *If there are no work-based learning opportunities, write “N/A”.*  ***Definition****: Comprehensive WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors (CTE.ed.gov).*  *Work-based programs may include job shadowing, mentorship, service learning, externship, school-based enterprise, internship, entrepreneurship, clinical experience, and cooperative education to name a few.* | | | | | | | |
| 3.8 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, ASE). | | | | | *Describe any specialized accreditation for this program and if it is voluntary or required. List the date of the last program site visit and/or the next visit. List the outcome of the that visit (number of years awarded continued accreditation).*  *If the program plans to seek accreditation, state that and indicate the timeframe in which that will occur.*  *If there is not accreditation available to the program or this does not apply, write “N/A”.* | | | | | | | |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | | | | | *Describe related program credential(s)* ***embedded*** *in the program or list N/A. Indicate which specific outside agency offers the credential(s). If known, discuss the percentage of program students who earn the credential.*  *Definition of “credentials embedded”: If students take licensure exam as part of a course within the program or as part of the completion of the program, please answer the question in column 1.*  *Otherwise, state:*  *There are no industry-recognized credentials embedded within the \_\_\_\_\_\_\_ program. However, students can take a licensure exam upon completing all of the course requirements for the \_\_\_\_\_\_\_ program.* | | | | | | | |
| 3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate. | | | | | *Apprenticeships combine paid on-the-job training with classroom instruction to prepare workers for highly skilled careers. Describe related information or list N/A.* | | | | | | | |
| 3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam. | | | | | *List N/A or provide licensure pass rates during the last five years (or years for which data is available).*  *If the program does not expect students to sit for a licensure exam at the end of the program, write “N/A”* | | | | | | | |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | | | | | *If there are no articulation agreements or cooperative agreements for the program, consider using the statement below.*  ***Sample response:***  *There are no current articulation or cooperative agreements for the \_\_\_\_ program at Shawnee Community College.* | | | | | | | |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?  What opportunities exist for other partnerships? | | | | | *Describe specific information on new partnerships and the benefits of these partnerships during the past five years. List “N/A” if there are no new partnerships that were formed since the last review.* | | | | | | | |
| 3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program? | | | | | *List all internal and external partnerships formed over the last 5 years that have advanced equitable access (admissions, affordability, etc.) and/or improved equity outcomes (completion, retention, job placement, etc. for diverse populations) for the program.* | | | | | | | |
| *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?* | | | | | *Describe any program specific activities the department provides for faculty development. Also include college wide trainings, in-service days, and opportunities to attend conferences, workshops, trainings, meetings, etc.* | | | | | | | |
| *3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?* | | | | | *List professional development provided by the College.* | | | | | | | |
| *3.17 What is the status of the current technology and equipment used for this program?* | | | | | *Describe any program specific technology used for the courses in the program and how new/old it is. General classroom/lab/office spaces for the college are covered by the IT five-year technology lifecycle replacement program.* | | | | | | | |
| 3.18 What assessment methods are used to ensure student success? | | | | | *Describe course and program assessment methods and how the program measures, collects and analyzes student assessment data to ensure student success in the program.* | | | | | | | |
| 3.19 How are these results utilized and shared with others at the institution for continuous improvement? | | | | | *Discuss how the assessment of learning results are shared within the department, with faculty and/or with the college as a whole. This may include presentations, Assessment Day, Convocation, etc.* | | | | | | | |
| 3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?) | | | | | *Describe here how the program has decided to change/revise or create new courses based on the results of learning assessment for the program.*  *Any further details regarding the impact of the change (if known) can be discussed here.* | | | | | | | |
| 3.21 How satisfied are students with their preparation for employment?  How is this student satisfaction information collected? | | | | | [Completed by IE]  *Use the Graduate Follow-up Survey data*  Student Satisfaction data is collected using a survey created by the College via SmartEvals. Annually, a survey is sent to the personal email addresses on file for all graduates within the past 5 years. | | | | | | | |
| 3.22 How does the program advisory committee contribute to the quality of the program? How  can this engagement be improved? | | | | | *Describe information related to any advisory*  *council meeting. In what ways does the advisory council contribute to the overall quality of the program (job placement, information on job skills required, readiness of past graduates, curriculum, etc.)* | | | | | | | |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities) | | | | | *Describe specific activities the department has in place to engage employers. How is engagement handled to seek input from employers on various areas of the program? If the program does not have an advisory council or platform to receive feedback from employers, please explain why and how feedback is received or will be in the future.* | | | | | | | |
| 3.24 How satisfied are employers in the preparation of the program’s graduates?  How is employer satisfaction information collected? | | | | | *If program faculty use an employer satisfaction survey, please describe the results. Also, if there is information passed along to program faculty or staff (from those who hire program graduates) describe those comments and how they were/are received, and the results over the past five years. Be sure to explain how, and how often, information is collected.*  *NOTE: The Office of Institutional Effectiveness has the Employer Satisfaction Survey in SmartEvals. If you would like IE to collect your survey data, either ask for the link/QR code or submit a list of employer emails and IE will administer it for you*. | | | | | | | |
| 3.25 What are the program’s strengths? | | | | | *List 1-3 program strengths and explain why they are strengths.* | | | | | | | |
| 3.26 What are the identified or potential weaknesses of the program? | | | | | *Describe* ***areas of opportunity*** *for growth and improvement that should occur over the next five years or program development that has recently occurred to address a weakness or deficiency (consider your program’s student population and subpopulations).* | | | | | | | |
| 3.27 Did the review of program quality result in any actions or modifications? Please explain. | | | | | *Please list any actions that will be taken based on the answers in section 3, Quality. If none, list “N/A”. These actions may already be in progress if the program has recently made curriculum changes or are planning to do so. Also list any changes made to the curriculum during the review period if not noted previously.* | | | | | | | |
| List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc. | | | | | | | | | | | | |
| *Do not leave section blank. If there are no internal or exterior barriers, write “N/A”.* | | | | | | | | | | | | |
| **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. Each year may represent a cohort. | | | | | | | | | | | | |
| CTE Program | | ***List full program title and curriculum code here.*** | | | | | | | | | | |
| CIP Code | | ***Located on the top of this template.*** | | | | | | | | | | |
|  | | 2018 | | | 2019 | | 2020 | 2021 | | 2022 | | |
| Number of Students Enrolled | |  | | |  | |  |  | |  | | |
| Number of Completers | |  | | |  | |  |  | |  | | |
| Other (Please identify) | |  | | |  | |  |  | |  | | |
| What disaggregated data was reviewed?  If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.  It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.) | | *The disaggregated data (by ethnicity, gender, age band, pell eligibility) can be pulled from the SCC Data Dashboard- Program Enrollment and Program Completer tabs. Please ask your Chair or Dean for assistance with the Data Dashboard for these reports. You can copy and paste the reports directly into this section, followed by an analysis.*  *The Degree Objective/Student Intent tab of the Program Enrollment tab may assist the program in explaining the completer data. For example, some students may enroll to only take one or more courses to further their skills for a better job or to for their current job. Therefore, they would not expect to be found in your completer data.*  *Intersectionality is when you combine disaggregated groups to look at how they “intersect”.*  [Completed by IE]  *Using the program’s CIP code, provide Lightcast Analyst “Program Overview” report data for both our local (5 service area counties) AND all 10 regional counties for the ethnicity, gender, age, and educational attainment breakdown of those currently employed.* | | | | | | | | | | |
| How does the data support the program goals?  Elaborate. | | *Link the data above back to program goals. Be sure to elaborate on your response.* | | | | | | | | | | |
| Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain. | | *Look at the data broken down by and intersected by age, gender and ethnicity. Explain the trends and gaps that exist. For example, is the program primarily female? Is program enrollment going down? Is the number of minority students increasing? decreasing? Are these gaps unique to the field? How does the data for the program compare to the current labor market demographics (above)? How is the program addressing the current state of the labor market (see the completer data and number of similar programs in 1.1. of Indicator 1:Need)? etc.* | | | | | | | | | | |
| What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps. | | *List any steps the department or the College is taking to close the gaps listed above.* | | | | | | | | | | |
| Are the students served in this program representative of the total student population? Please  explain. | | *Compare the data from your program to the College’s enrollment demographics then describe the similarities/differences.* | | | | | | | | | | |
| Are the students served in this program representative of the district population? Please  explain. | | IE will provide the most recent Census data.  *Compare the data from your program to the District enrollment demographics then describe the similarities/differences.* | | | | | | | | | | |
| **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. | | *Select one of the actions listed above. Check the box next to the action the program will take and describe the reasons for that selection.* | | | | | | | | | | |
| **Intended Action Steps** What are the action steps resulting from this review? Please detail a timeline  and/or dates for each step. | | *Select one of the actions listed above. Check the box next to the action the program will take and describe the reasons for that selection.* | | | | | | | | | | |
| **Program Objectives**  If program objectives are not being met, what action steps will be taken to achieve program objectives? | | *Recall the first section of the report (program goals/objectives or program learning outcomes). If there are areas in which the program is not meeting the goal, objective or outcomes explain what that is and specifically what steps will be taken to address the area and meet the goal/objective and/or outcome.* | | | | | | | | | | |
| **Performance and Equity**  To what extent are action steps being implemented to address equity gaps, including racial equity gaps? | | *Provide examples of (equity) initiatives taken that directly impact your program.* | | | | | | | | | | |
| **Resources Needed** | | *What resources are needed to complete the action listed? If none, list N/A.* | | | | | | | | | | |
| **Responsibility**  Who is responsible for completing or implementing the modifications? | | *List titles and departments for those who are responsible for the implementation of any program modifications, if applicable. If not applicable, list N/A.* | | | | | | | | | | |