WEATHERFORD COLLEGE
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Academic Program Review

Background Information *Complete the fields below with the basic details of the program under review.*

_____
Program Title

_____
Presenter(s)

_____
Department or Division

_____
Date of Review

Effective Academic Program *Read the description to calibrate your evaluation.*

An Effective Academic Program is one that aligns with the institution's mission and values, offering a coherent curriculum shaped by student learning outcomes tied to disciplinary standards and workforce needs. It maintains strong performance across student success metrics, including retention, completion, and transfer, while ensuring equity across all demographic groups. Instruction is provided by qualified faculty who engage in continuous professional learning and scholarly activity. The program uses data-driven assessment practices to inform curriculum and instructional decisions, demonstrates fiscal responsibility, and maintains enrollment levels that contribute to institutional health. Faculty collaborate meaningfully in assessment and planning, while the program remains attentive to evolving workforce demands, feedback from alumni and employers, and the holistic needs of students through intentional advising and academic support.

Presentation Notes *Use the space below to capture observations, questions, and impressions during the presentation.*

General Observations/Impressions

Strength(s)

Question(s)/Concern(s)

Evaluation Rubric
Rate each dimension, calculate the subtotals for each domain, and determine the total score.

(4) Exceeds Expectations	(3) Meets Standard	(2) Approaching Standard	(1) Improvement Needed
Program consistently surpasses institutional benchmarks & demonstrates exemplary practices across the dimension.	*Program meets institutional expectations with consistent, effective practices.*	*Program shows partial implementation or inconsistency with some improvement needed.*	*Program does not meet expectations, requiring significant improvement.*

DOMAIN & DIMENSION	4	3	2	1
I. Mission				
1.1 Alignment: Program mission is current, distinctive, and aligned with institutional goals.	☐	☐	☐	☐
1.2 Strategic Positioning: Program contributes to the institution's academic identity and goals.	☐	☐	☐	☐
Subtotal				_____
II. Curriculum & Assessment				
2.1 Learning Outcomes: Outcomes are measurable, current, & aligned with industry/discipline.	☐	☐	☐	☐
2.2 Curriculum: Courses are sequenced logically and aligned with program outcomes.	☐	☐	☐	☐
2.3 Assessment: Regular, valid assessment yields data that informs continuous improvement.	☐	☐	☐	☐
Subtotal				_____
III. Instruction				
3.1 Faculty: Faculty meet credentialing requirements & maintain expertise.	☐	☐	☐	☐
3.2 Instruction: Faculty employ effective, inclusive teaching strategies & receive regular feedback.	☐	☐	☐	☐
3.3 Engagement: Faculty participate in assessment, governance, and curriculum planning.	☐	☐	☐	☐
Subtotal				_____
IV. Student Success				
4.1 Retention & Completion: Program demonstrates strong retention & degree completion rates.	☐	☐	☐	☐
4.2 Support: Students receive timely, accurate advising and support services.	☐	☐	☐	☐
4.3 Student Feedback: Feedback is regularly collected and used to enhance student experience.	☐	☐	☐	☐
Subtotal				_____
V. Operations				
5.1 Enrollment: Enrollment is stable or growing, with appropriate recruitment efforts.	☐	☐	☐	☐
5.2 Budget: Program operates efficiently and aligns with funding expectations.	☐	☐	☐	☐
5.3 Resources: Learning environments & instructional resources meet student and faculty needs.	☐	☐	☐	☐
Subtotal				_____
VI. Continuous Improvement				
6.1 Stakeholders: Alumni/employer feedback adapts curricula & support workforce readiness.	☐	☐	☐	☐
6.2 Responsiveness: Program has acted on previous review recommendations.	☐	☐	☐	☐
6.3 Data: Program regularly uses data to inform decisions and plan improvements.	☐	☐	☐	☐
Subtotal				_____
TOTAL SCORE				_____

Recommendation
Select a recommendation based on the total score. If choosing "Approaching Standard" or "Improvement Needed," briefly note required actions or concerns.

☐ **Exceeds Expectations** (62-68): *Continue without monitoring.*
☐ **Meets Standard** (51-61): *Continue with modifications.*
☐ **Approaching Standard** (40-50): *Continue with conditions & monitoring.*
☐ **Improvement Needed** (≤39): *Close program.*

Required Action(s)/Concern(s):

Certification

I certify that I have completed this evaluation based on the information presented and the criteria outlined in this form.

_____   _____   _____   _____
Printed Name   Role   Signature   Date

Academic Program Review
Performance-Level Descriptors

DOMAIN & DIMENSION	4 – EXCEEDS EXPECTATIONS	3 – MEETS STANDARD	2 – APPROACHING STANDARD	1 – IMPROVEMENT NEEDED
I. MISSION				
1.1 Alignment	Mission is current, distinctive, and deeply aligned with institutional values; regularly reviewed with stakeholder input.	Mission is current and clearly aligned with institutional goals.	Mission is present but vague, outdated, or loosely aligned.	Mission is unclear, outdated, or not aligned with institutional goals.
1.2 Strategic Positioning	Program significantly enhances the institution's academic identity and contributes to strategic initiatives.	Program contributes meaningfully to the institution's academic profile.	Program's role in institutional identity is unclear or limited.	Program lacks visibility or strategic contribution.
II. CURRICULUM & ASSESSMENT				
2.1 Learning Outcomes	Outcomes are specific, measurable, and well-aligned with industry/discipline standards; updated regularly.	Outcomes are clear, measurable, and aligned with program goals.	Outcomes exist but lack clarity, alignment, or regular review.	Outcomes are missing, vague, or misaligned.
2.2 Curriculum	Curriculum is coherent, up-to-date, and scaffolded to build mastery of outcomes.	Courses are logically sequenced and aligned with learning outcomes.	Course sequence is inconsistent or lacks clear connection to outcomes.	Curriculum is disorganized, outdated, or misaligned.
2.3 Assessment	Assessment is systematic and data is routinely used for program-level improvements.	Assessment occurs regularly and informs decision-making.	Assessment is inconsistent or lacks clear follow-through.	Assessment is rare, superficial, or absent.
III. INSTRUCTION				
3.1 Faculty	All faculty meet credentialing requirements and actively maintain current expertise.	Faculty meet qualifications and demonstrate content-area expertise.	Some faculty lack current credentials or professional development.	Faculty credentials are unclear or not maintained.
3.2 Instruction	Teaching is evidence-based, inclusive, and informed by feedback and innovation.	Faculty use effective instructional methods and are regularly evaluated.	Instruction is inconsistent or lacks integration of best practices.	Teaching lacks engagement or is not evaluated.
3.3 Engagement	Faculty are highly engaged in planning, assessment, and governance.	Faculty participate in program operations and planning.	Faculty engagement is limited or sporadic.	Little to no faculty involvement beyond teaching.
IV. STUDENT SUCCESS				
4.1 Retention & Completion	Program exceeds benchmarks and shows closing equity gaps.	Program meets benchmarks for retention and completion.	Program lags in key areas or shows inconsistent performance.	Program has persistent gaps or low completion rates.
4.2 Support	Students receive proactive advising and integrated academic support.	Students have access to timely, accurate advising and support.	Support services are inconsistent or underutilized.	Support is unavailable, unclear, or ineffective.
4.3 Student Feedback	Feedback is gathered systematically and used to improve the student experience.	Feedback is collected and sometimes used for adjustments.	Feedback is sporadic or rarely acted on.	Feedback is not collected or used.
V. OPERATIONS				
5.1 Enrollment	Enrollment is stable/growing and supported by strategic recruitment.	Enrollment is stable and meets expectations.	Enrollment is declining or inconsistent.	Enrollment is unsustainably low.
5.2 Budget	Program operates efficiently and contributes positively to finances.	Budget is managed appropriately and aligned with needs.	Budget shows inefficiencies or unclear alignment.	Program is fiscally unsustainable or mismanaged.
5.3 Resources	Facilities and technology are current and meet evolving needs.	Resources meet program needs.	Some gaps exist in resources or space.	Resources are insufficient or deteriorating.
VI. CONTINUOUS IMPROVEMENT				
6.1 Stakeholders	Feedback is routinely collected and applied to curriculum and planning.	Feedback from stakeholders informs some program decisions.	Feedback is occasional or not clearly used.	No feedback is gathered or used.
6.2 Responsiveness	Program shows a strong record of addressing recommendations.	Program has addressed some recommendations.	Program shows minimal response to feedback.	Recommendations are ignored or undocumented.
6.3 Data Use	Data is actively used to drive planning and improvement.	Data is used to inform decisions.	Data use is inconsistent or unclear.	Data is not used in planning or improvement.