



## Technical Program Review

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

Program Title

Department or Division

Presenter(s)

Date of Review

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

An Effective Technical Program aligns with the institution's mission and prepares students for industry-recognized credentials, licensure, or direct workforce entry. It offers a coherent, skills-based curriculum that reflects employer expectations, regulatory standards, and the competencies required in high-demand occupations. Instruction is delivered by qualified faculty with current industry experience and appropriate teaching credentials. The program demonstrates strong performance in student success, including program completion, certification or licensure pass rates, and in-field job placement. Student learning outcomes are clearly defined, regularly assessed, and used to guide instructional and programmatic improvements. Program-level assessments and performance data are reviewed annually and inform planning, resource allocation, and stakeholder reporting. Ongoing feedback from employers, advisory boards, and industry partners further shapes program relevance and quality. Facilities, instructional equipment, and faculty resources align with accreditation standards, cohort requirements, and workforce trends.

**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 <small>Program consistently surpasses institutional benchmarks &amp; demonstrates exemplary practices across the dimension.</small>	(3) Meets Standard <small>Program meets institutional expectations with consistent, effective practices.</small>	(2) Approaching Standard <small>Program shows partial implementation or inconsistency with some improvement needed.</small>	(1) Improvement Needed <small>Program does not meet expectations, requiring significant improvement.</small>
DOMAIN & DIMENSION	4	3	2	1
<b>I. Mission</b>				
1.1 Workforce Relevance: Program aligns with institutional and workforce priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Economic & Community Contribution: Program supports known workforce areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>II. Curriculum</b>				
2.1 Credentials & Licensure: Program aligns with credential/licensure expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Stakeholder Input: Stakeholder input guides program curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Course Sequencing: Courses follow a clear sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Work-Based Learning Integration: Applied learning options available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Assessment: Regular, valid assessment yields data that informs continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>III. Instruction</b>				
3.1 Faculty Qualifications: Faculty meet baseline criteria and have field experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Faculty Engagement: Faculty regularly contribute to internal planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Industry-Embedded Instruction: Instruction includes industry relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>IV. Student Success</b>				
4.1 Completion Rate: Completion rates meet institutional and/or accreditation benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Licensure/Certification: Students meet licensure/certification requirements at expected rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Employment: Program completers are employed in the field or related industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Student Feedback: Student feedback is regularly collected and reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>V. Operations</b>				
5.1 Enrollment: Enrollment aligns with program capacity and/or accreditation standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Resources: Available facilities and equipment meet program needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Efficiency: Program uses resources efficiently to support instruction & operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Accreditation/Compliance: Program meets key compliance expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>VI. Continuous Improvement</b>				
6.1 External Input: Stakeholder input regularly informs program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Responsiveness: Program acted on previous review recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Data: Program regularly uses data to inform decisions and plan improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subtotal			_____
<b>TOTAL SCORE</b>				_____

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

- ☐ Exceeds Expectations (76-84): Continue without monitoring.
- ☐ Meets Standard (60-75): Continue with modifications.
- ☐ Approaching Standard (45-59): Continue with conditions & monitoring.
- ☐ Improvement Needed (≤44): 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 \_\_\_\_\_

# Technical Program Review

## Performance-Level Descriptors

DOMAIN & DIMENSION	4 – EXCEEDS EXPECTATIONS	3 – MEETS STANDARD	2 – APPROACHING STANDARD	1 – IMPROVEMENT NEEDED
<b>I. MISSION</b>				
<b>1.1 Workforce Relevance</b>	Program proactively aligns with current & emerging workforce trends & regional priorities.	Program aligns with institutional & workforce priorities.	Workforce alignment is inconsistent or outdated.	Program lacks alignment with workforce needs.
<b>1.2 Economic &amp; Community Contribution</b>	Program significantly addresses high-demand areas & supports regional development.	Program supports known workforce areas.	Program impact is limited or unclear.	Program lacks relevance to workforce or community needs.
<b>II. CURRICULUM &amp; ASSESSMENT</b>				
<b>2.1 Credentials &amp; Licensure</b>	Curriculum surpasses standards for credential/licensure alignment & student readiness.	Program aligns with credential/licensure standards.	Alignment exists but needs refinement or is uneven.	Program does not align with credential/licensure standards.
<b>2.2 Stakeholder Input</b>	Employer & advisory input is consistently integrated and drives innovation.	Stakeholder input guides program curriculum.	Input is sporadic or minimally used.	No stakeholder input is collected or applied.
<b>2.3 Course Sequencing</b>	Course sequencing is clear, scaffolded, & supports timely completion.	Courses follow a clear sequence.	Course order lacks clarity or progression.	Course sequence is disorganized or ineffective.
<b>2.4 Work-Based Learning Integration</b>	Work-based learning is a structured, embedded, & required part of the program.	Applied learning options are available to students.	Learning opportunities are optional, inconsistent, or limited.	Program does not offer work-based learning.
<b>2.5 Assessment</b>	Regular, valid assessments are implemented across the program. Data is disaggregated, reviewed collaboratively, & clearly drives improvements in curriculum and instruction.	Regular, valid assessment yields data that informs continuous improvement	Assessment practices are inconsistent or results are not consistently used.	Assessment is rare, superficial, or disconnected from program decisions.
<b>III. INSTRUCTION</b>				
<b>3.1 Faculty Qualifications</b>	Faculty exceed credentialing standards & maintain active industry certifications.	Faculty meet baseline criteria and have field experience.	Some faculty lack updated credentials or current experience.	Faculty do not meet credential or field experience expectations.
<b>3.2 Faculty Engagement</b>	Faculty lead program planning & engage in external partnerships.	Faculty regularly contribute to internal planning.	Faculty engagement is limited or inconsistent.	Faculty are not involved in planning or review.
<b>3.3 Industry-Embedded Instruction</b>	Instruction is driven by current industry tools, practices, & certifications.	Instruction includes industry relevance.	Industry connection is minimal or outdated.	Instruction is disconnected from current industry expectations.
<b>IV. STUDENT SUCCESS</b>				
<b>4.1 Completion Rate</b>	Completion rates exceed institutional or accreditation benchmarks.	Completion rates meet institutional and/or accreditation benchmarks.	Completion rates are below target or inconsistent.	Completion rates are significantly below expectations.
<b>4.2 Licensure/Certification</b>	Students exceed certification/licensure requirements and success rates.	Students meet licensure/certification requirements at expected rates.	Pass rates are inconsistent or near minimum expectations.	Students do not meet licensure/certification standards.
<b>4.3 Employment</b>	Program completers are employed in-field with documented long-term success.	Program completers are employed in the field or related industry.	Employment data is incomplete or inconsistent.	Graduates are not placed in related fields.
<b>4.4 Student Feedback</b>	Feedback is regularly collected, analyzed, and used to improve instruction.	Student feedback is regularly collected and reviewed.	Feedback is sporadic or not consistently applied.	Student feedback is not collected or used.
<b>V. OPERATIONS</b>				
<b>5.1 Enrollment</b>	Enrollment exceeds expectations & meets program capacity/accreditation.	Enrollment aligns with program capacity and/or accreditation standards.	Enrollment is below capacity or inconsistent.	Enrollment is persistently low and unsustainable.
<b>5.2 Resources</b>	Facilities & equipment exceed program needs and reflect innovation.	Available facilities & equipment meet program needs.	Some gaps exist in resources or facility upkeep.	Facilities and equipment are inadequate.
<b>5.3 Efficiency</b>	Program maximizes efficiency in scheduling, staffing, & spending.	Program uses resources efficiently to support instruction & operations.	Inefficiencies are present or growing.	Program lacks basic resource planning or sustainability.
<b>5.4 Accreditation/Compliance</b>	Program exceeds compliance standards.	Program meets key compliance expectations.	Program has minor compliance concerns.	Program has major compliance issues or is at risk.
<b>VI. CONTINUOUS IMPROVEMENT</b>				
<b>6.1 External Input</b>	Feedback from employers, alumni, & advisory boards is central to planning.	Stakeholder input regularly informs program improvement.	Stakeholder feedback is limited or informal.	No input is collected or applied to planning.
<b>6.2 Responsiveness</b>	Program fully addresses review recommendations with documented results.	Program acted on previous review recommendations.	Partial or delayed implementation of recommendations.	Program has not addressed past recommendations.
<b>6.3 Data</b>	Data is used systematically to drive planning & improvement.	Program regularly uses data to inform decisions & plan improvements.	Data is collected but not consistently used.	Program does not use data in planning or decision-making.