

Abridged Program Review [printout of eLUMEN module]

In addition to the regular six-year cycle of comprehensive self-studies, Career Technical Education Programs including baccalaureate programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator.

The prompts below are excerpted from the six-year program review template.

ABRIDGED SECTION 1: PROGRAM OVERVIEW (2021)

List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles.

Note major changes in personnel since the last program review.

Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes.

If changes have already led to noticeable improvement, please describe.

Describe how the program requirements are influenced by the advisory board, accrediting institutions, and other external organizations.

Note how advisory board membership might be expanded to get more helpful, diverse voices in the field.

Provide advisory board minutes from the past two years [upload to the blue folder in the upper right corner of Section 1].

If minutes are unavailable, please describe what meetings have taken place, noting dates if possible, along with attendees' names and professional positions.

Review the provided labor market data, including employment and wage projections for employees in fields related to the program [upload any additional data to the blue folder in the upper right hand corner of Section 1].

Comment on any areas that appear especially relevant to the program and its graduates.

ABRIDGED SECTION 2: Courses in Department (Table)

Courses in Department text	Count count

ABRIDGED SECTION 2: COURSES (2021)

Specify which courses in the department and/or degree/certificate have been deleted or added since the last program review, and what prompted those changes.

If these changes have already led to improvement, please describe. Note how advisory board input has led to course changes.

Describe what new course or courses are planned and provide reasons for these new offerings, including how these courses might address issues of equity and student success. Note how advisory board input has led to planned course changes.

[ABRIDGED SECTION 3: ASSESSMENT \(2021\)](#)

Describe any plans to update Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs), or to complete overdue assessments.

[ABRIDGED SECTION 4: STUDENT SUCCESS \(2021\)](#)

Review the number of degrees and certificates awarded over the past two years, if available, and address any clear upward or downward trends.

If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students don't need all the courses in the program to achieve their goals.

If possible, note if certain populations of students are having greater difficulty completing the program.

[ABRIDGED SECTION 5: OUTREACH \(2021\)](#)

Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

[ABRIDGED SECTION 6: RESOURCES \(2021\)](#)

Note whether faculty/staffing, technology, facilities/equipment, and student support (for example, tutoring) are currently adequate to meet students' needs.

If the program has been functioning for a while without needed faculty/staff, technology, facilities/equipment, and/or student support, note whether these needs are longstanding, and how these needs have affected the program's health.

Note whether there are anticipated needs in the future, apart from current needs.

Using specific examples, describe how changes to faculty/staffing, technology, facilities, equipment, student support (such as tutoring), and/or funding have led to an improved experience for students and greater student equity.

Address specifically any improvements funded by Perkins money or other sources.

Place in the blue folder above any data you might have to show what money was received and how it was used.

DEAN FEEDBACK

Dean providing feedback

Feedback on Current Self-Study Report

Program Strengths

Program Challenges

Suggestions for Future Program Improvements

These suggestions are feedback for the future direction of the Program looking forward to the next Program Review cycle.

FACULTY RESPONSE to DEAN Feedback (Optional)

Faculty members responding

Faculty response