**Educational Program**

Program Review Form

Program reviews at Mississippi Delta Community College (MDCC) have been developed to complement the college’s ongoing institutional effectiveness processes. The primary purpose of these reviews is to improve or enhance systematic planning, service quality, and student achievement. Departmental personnel review their existing resources and practices, identify internal qualities and external circumstances, and project the future direction of their department/area/project/unit. Reviews include an analysis of data from all campus sites and delivery modes. A committee of college stakeholders and staff holds reviews annually; each program is reviewed on a five year cycle.

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| **Program Name (plus Department, if University Transfer):** | | | | |  | | | | | | | | | | | | |
| **College Division:** | | | | |  | | | | | | | | | | | | |
| **Major Code(s):** | | | | |  | | | | | | | | | | | | |
| **Classification of Instructional Program (CIP):** | | | | |  | | | | | | | | | | | | |
| **Types of Credential(s) Offered:** | | | | |  | | | | | | | | | | | | |
| **Academic Year of Review:** | | | | |  | | | | | | | | | | | | |
| **1. PURPOSE** | | | | | | | | | | | | | | | | | | | |
| **1.1. What is the purpose of this educational program?** Include information from the catalog and/or link to any relevant webpage(s). | | | | | | | | | | | | | | | | | | | |
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| **1.2. Using mission-specific wording as posted on MDCC’s website, discuss how the program supports the College’s mission.**  ***\*NOTE\* Where applicable, also explain how this program helps to achieve specific objectives in the strategic plan.*** | | | | | | | | | | | | | | | | | | | |
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| **1.3. Name and describe any college committees or external groups that support the purposeful operation of this program.** | | | | | | | | | | | | | | | | | | | |
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| **2. PERFORMANCE** | | | | | | | | | | | | | | | | | | | |
| **2.1.1.**  **(a) List the expected program learning outcomes (PLO);**  **(b) Provide a sample rubric or assessment instrument for each PLO listed above;**  **(c) State where relevant achievement data is stored and may be accessed.**  Evidence for this section may be submitted as appendices, in which case, please label them individually (A, B, C, etc.) and provide a list of them in the area below*.* | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **2.1.2. If this program curriculum also includes general education competencies, list those expected student learning outcomes below, or write NA.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **2.2. For every learning outcome listed in 2.1.1 above, summarize *at least two* previous years’ assessment results, preferably in the form of a table or chart.**  Evidence for this section may be submitted as appendices, in which case, please label them individually (A, B, C, etc.) and provide a list of them in the area below*.*  ***\*NOTE\* If the program is offered via multiple delivery modes*** *(e.g., campus, hybrid, distance, dual enrollment, etc.)****, include a discussion comparing student learning outcomes across the modes.*** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **2.3. From institutional research, provide other student success data in the table below:** For programs of short duration, if retention parameter(s) do not apply, mark NA where needed. | | | | | | | | | | | | | | | | | | | |
| **SUCCESS DATA for 3 ACADEMIC YEARS**  (replace **y**’s with numerals, e.g., 2015-16) | | | | | | | **AY1 yyyy-yy** | | | | **AY2 yyyy-yy** | | | | | **AY3 yyyy-yy** | | | |
| Persistence rate: FALL-to-SPRING | | | | | | |  | | | |  | | | | |  | | | |
| Retention rate: FALL-to-FALL | | | | | | |  | | | |  | | | | |  | | | |
| Graduation Rate within 150% time-to-credential | | | | | | |  | | | |  | | | | |  | | | |
| **2.4. Explain the program’s (a) measures of teaching effectiveness and (b) efforts to improve based on these measures.** | | | | | | | | | | | | | | | | | | | |
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| **2.5. Provide operating budget figures for three years, not including salaries:** | | | | | | | | | | | | | | | | | | | |
| **Two Years Ago Budget** | | | | | **Last Year Budget** | | | | | | | **Current Budget** | | | | | | | |
| $ | | | | | $ | | | | | | | $ | | | | | | | |
| **2.6. Does this program produce revenue?** Please explain in detail, or write NA. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **2.7. Discuss whether or not (a) expected program performance is consistent with its budget allocation and whether or not (b) critical needs of the program are being met.** If critical needs are not being met, discuss the potential impact of insufficient funds. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3. RELEVANCE** | | | | | | | | | | | | | | | | | | | |
| **3.1. Provide a summary, including dates, of any curricular or programmatic changes within the past five years, including how assessment results influenced these changes.**  ***\*NOTE\* Please supply samples of relevant data and/or links to published reports.*** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3.2. Discuss how relevant external standards of success** (e.g., from industry/business, peer institutions, professional organizations, etc.) **are used in this program.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3.3. Discuss (a) the process for textbook and materials review, (b) the frequency of such review, and (c) the consideration of affordability in selections made.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3.4. Explain measures of graduate satisfaction with the program.**  These may include alumni survey results, job placement rates, employer focus group comments, university transfer completion rates, etc. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3.5. Does this program lead to licensure or certification?** Please name the examination and submit three year’s data for students’ pass rates, or write NA. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **3.6. During the past three years, has the program received any type of finding, recommendation, or sanction by any external agency or entity?**  Please explain the circumstance(s) and corrective action(s) in detail, or write NA. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **4. ENROLLMENT** | | | | | | | | | | | | | | | | | | | |
| **4.1. From institutional research, supply program enrollment data in the following table:** | | | | | | | | | | | | | | | | | | | |
| **HEAD COUNT** | | | **Two Academic Years Ago** | | | | | | | **Last Academic Year** | | | | | | | | **Current Year** | | |
| **FA YYYY** | | **SP YYYY** | | | | | **FA YYYY** | | | | **SP YYYY** | | | | **FA YYYY** | | |
|  | |  | | | | |  | | | |  | | | |  | | |
| **Student Demographics by Gender**  expressed as actual counts with totals as percentage of program enrollment | | | | | | | | | | | | | | | | | | | | |
| **Pell-eligible** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Pell-eligible % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **First Generation College Student** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL First Gen % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Hispanic or Latino Ethnicity** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Hispanic % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Racial Self-Identity** | | | | | | | | | | | | | | | | | | | | |
| **American Indian or Alaska Native** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Amer. Native % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Asian** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Asian % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Black or African American** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Black % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Native Hawaiian or Other Pacific Islander** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Pacific % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **White** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL White % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **Other or Unknown Racial Identity** | | | | | | | | | | | | | | | | | | | | |
| Female | | |  | |  | | | | |  | | | |  | | | |  | | |
| Male | | |  | |  | | | | |  | | | |  | | | |  | | |
| TOTAL Other % | | |  | |  | | | | |  | | | |  | | | |  | | |
| **4.2. Discuss steps taken to ensure and/or expand student diversity** (variety of perspectives)**, equity** (fairness of opportunity)**, and inclusion** (sense of belonging)**.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **4.3. Regarding the past five years, discuss (a) the trend of enrollment numbers for this program and (b) the internal/external forces that may be affecting these numbers.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **5. FACULTY** | | | | | | | | | | | | | | | | | | | |
| **5.1. Supply data on ethnic/racial identities for current faculty in the following table:** | | | | | | | | | | | | | | | | | | | |
| **Faculty Demographics**  **by Employment/ Gender**  expressed as  % of total program employees | | | | **FULL-TIME**  **employed by annual contract** | | | | **ADJUNCT**  **employed one semester at a time (includes dual enrollment instructors)** | | | | | | | **PART-TIME employed to complete a semester** | | | | |
| **Hispanic or Latino:** of any Spanish culture or origin, regardless of racial identity | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL Hispanic % | | | |  | | | |  | | | | | | |  | | | | |
| **American Indian or Alaska Native:** any of original peoples of Americas who maintain tribal attachment | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL American Native% | | | |  | | | |  | | | | | | |  | | | | |
| **Asian:** any of original peoples of Far East, Southeast Asia, or Indian Subcontinent | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL Asian % | | | |  | | | |  | | | | | | |  | | | | |
| **Black or African American:** origins in any of the black racial groups of Africa | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL Black % | | | |  | | | |  | | | | | | |  | | | | |
| **Native Hawaiian or Other Pacific Islander:** origins from Hawaii, Guam, Samoa, or other Pacific Islands | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL Pacific Islander % | | | |  | | | |  | | | | | | |  | | | | |
| **White:** any of the original peoples of Europe, the Middle East, or North Africa | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL White % | | | |  | | | |  | | | | | | |  | | | | |
| **Other or Unknown or Multi-Racial Identity** | | | | | | | | | | | | | | | | | | | |
| Male | | | |  | | | |  | | | | | | |  | | | | |
| Female | | | |  | | | |  | | | | | | |  | | | | |
| TOTAL Other % | | | |  | | | |  | | | | | | |  | | | | |
| **5.2. Discuss the current state of program faculty with regards to (a) ability to deliver instruction,  (b) diversity, and (c) retention, recruitment, and/or succession of staff.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **5.3. Supply estimated full-time faculty loads for advising and contact hours taught.** | | | | | | | | | | | | | | | | | | | |
| Average number of advisees per full-time instructor, per semester | | | | | | | |  | | | | | | | | | | | |
| Average number of weekly contact hours per full-time instructor, per semester | | | | | | | |  | | | | | | | | | | | |
| **5.4. How are program faculty (a) initially trained and (b) periodically refreshed in knowledge of FERPA obligations to protect the security, confidentiality, and integrity of student records?** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **5.5. Discuss the opportunities for faculty professional development over the past five years.**  Provide a general list of conferences, trainings, etc.; no need to list development for each employee. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **5.6. Describe the faculty’s engagement/outreach activities** (e.g., advising, mentoring, service, recruiting, advocacy, etc.)**; show how the program is making an impact with stakeholders** (e.g., prospective or current students, alumni, community leaders, policymakers, businesspeople, academic and professional organizations, legislators, board members, etc.)**.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6. CAPACITY** | | | | | | | | | | | | | | | | | | | |
| **6.1. Describe the current status/adequacy of (a) facilities, (b) technology, (c) equipment, and (d) academic support resources** (e.g., library, tutors) **used by this program; specify any unmet needs.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6.2. From institutional research, provide the gross and average credit hour production over the past three academic years.** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | **AY1: yyyy-yy** | | | | **AY2: yyyy-yy** | | | | **AY3: yyyy-yy** | |
| **Total Student Credit Hours (SCH)** | | | | | | |  | | | |  | | | |  | |
| **Average SCH per Full-Time Equivalent Faculty (FTEF)** | | | | | | |  | | | |  | | | |  | |
| **6.2. What elements within the program, under its control, contribute to its accomplishments?** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6.3. What external situations, beyond college control, create opportunities?** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6.4. What internal qualities of the program, as it stands now, are shortcomings?** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6.5. What external factors, beyond college control, create problems?** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **6.6. Based on evidence provided in sections 2, 3, 4, and 5 above, discuss changes and/or improvements that are planned for this program in the next five years.** | | | | | | | | | | | | | | | | | | | |
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| **7. DISTINCTION** | | | | | | | | | | | | | | | | | | |
| **7.1. List any internal or external recognition or awards for program, faculty, and/or student quality.** | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **8. RESPONSE** | | | | | | | | | | | | | | | | | | |
| **8.1. Discuss how the program has incorporated feedback from its last review.** | | | | | | | | | | | | | | | | | | |
| \*this section will be used in future cycles beginning Academic Year 2025 (AY25) | | | | | | | | | | | | | | | | | | |

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Mississippi Delta Community College does not discriminate on the basis of age, race, color, national origin, religion, sex, sexual orientation, gender identity or expression, physical or mental disability, pregnancy, or veteran status in its educational programs and activities or in its employment practices. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Steven Jones, Vice President of Administrative and Student Services, Stauffer-Wood Administration Building, Suite 119, Office 123, P. O. Box 668, Moorhead, MS 38761, 662-246-6304; EEOC@msdelta.edu.