



MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

PROGRAM REVIEW HANDBOOK

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Lamar Institute of Technology
www.lit.edu

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Introduction

This handbook offers Lamar Institute of Technology's (LIT) educational programs guidance and step-by-step instructions on how to conduct program reviews. These reviews offer several benefits to LIT's educational programs, including opportunities to:

- analyze and evaluate a program's quality, status, effectiveness, and progress;
- identify needs, priorities, improvements, and future directions of the program;
- provide a system for programmatic oversight and transparency; and
- guide systematic development of the program.

In addition to offering useful perspectives to a program's members, the review process also provides those outside a program with an overview of program strengths, challenges, and needs. These reviews connect an individual program's annual unit planning and learning outcomes assessment to institutional strategic planning and decision-making. Program reviews create the foundation that ensures the continuous improvement of LIT programs and the efficient allocation of institutional resources.

Program reviews are ongoing and take place according to the schedule in Appendix A. The review process can be broken down into several steps or phases, which are explained in the sections that follow.

Overview of the Program Review Process

The program review process can be broken down into the following steps:

1. **Set Up.** Establish a Program Review Committee; create a review schedule or timeline; determine committee members' roles.
2. **Research & Analysis.** Collect and review program-related data and information; consult with program faculty, staff, students, Advisory Committee, and other stakeholders; analyze and consider issues, challenges, and future program directions.
3. **Self-Study Report.** Using results of research and analysis, complete a comprehensive self-study report. Self-studies include a program improvement plan based on the review's findings.
4. **Review & Approvals.** Submit the self-study report to the program Department Chair and Dean, the Academic Quality Committee (AQC), and Vice President for Instruction/Provost for review and collect approval signatures.
5. **Program Review Follow-Up.** Implement the improvement plan created as part of the self-study; evaluate the plan's implementation on an ongoing basis; finally, report on improvements to the program and plan for future progress.

In general, program reviews will follow these steps in order, but programs may, within reason, switch between the steps as needed.

Step One: Set Up

LIT programs are reviewed according to a fixed cycle (Appendix A) to ensure that all programs are reviewed regularly. LIT's Office of Institutional Effectiveness and Assessment (IEA) maintains the review schedule and alerts programs when their review year is approaching. The IEA Office also assists programs throughout the review process.

A program review is initiated when the program's Department Chair announces the upcoming review to faculty and staff and establishes a Program Review Committee. The committee consists of the Department Chair, all full-time faculty members in the program, and, if applicable, one member from the program's Advisory Committee. At the Department Chair's discretion, the committee may also include a program staff member, a part-time faculty member, a student enrolled in the program, and/or one external faculty member (i.e., LIT faculty member not in the program). The Department Chair typically serves as Chair of the Program Review Committee. However, the Department Chair may appoint a full-time faculty member in the program to serve as Committee Chair.

After the committee has been formed, members meet to decide on a timeline for the review (see Appendix B for sample timeline). Ideally, this schedule leaves enough time to conduct research and analysis, complete the self-study report, and route the self-study for reviews, revisions (if any), and approvals. During their initial meeting, the committee also determines each member's role (research, data collection, data analysis, scheduling, writing, etc.). Committee members may distribute tasks as they wish but should avoid placing an undue burden on any of the committee's members, including the Department or Committee Chair. The committee may adjust roles over the course of the review.

Step Two: Research & Analysis

Research and analysis are critical to the program review process. Only through data and information collected from the program and respected external sources can a program's members understand how effective their practices are. Appendix C provides a list of possible data and information sources that program members may wish to draw from to complete reviews.

In general, the information collected should be specific to the program and its courses, students, and faculty rather than the institution as a whole; however, programs should be aware of institutional data and how their data compares to that of the institution. Reviewers may also wish to compare their program to programs at peer institutions and to professional standards in their field.

In addition to collecting data, members of a program should analyze the information they have gathered and consider issues, challenges, and future directions for their program. Analysis forms the basis of data-driven decision-making that can improve a program.

Step Three: Self-Study Report

Research and analysis culminate in a self-study report, through which a program provides evidence (narrative and documentation) that it engages in ongoing, systematic, and data-driven review that leads to continuous program improvement. To assist programs in completing their self-study report, LIT has created a program review template.

The program review template guides program members step-by-step through the review process and is supplemented by instructions (Appendix D) that help authors capture as much in-depth, useful information about their programs as possible. The template includes a section in which program members use the review's findings to create a plan for improving their program.

Self-study authors are encouraged to share their work with fellow program members to ensure that the study provides an accurate, comprehensive review of the program. Regularly scheduled meetings to discuss and work on the self-study report are also recommended. After completing the self-study, the

Program Review Committee shares its report with the program Dean, Academic Quality Committee, and Provost, who review the report in the next phase of the process.

Step Four: Review & Approvals

When the self-study has been completed, the Program Review Committee signs the Cover Sheet (Appendix E) and forwards the report and Cover Sheet to the program Department Chair/Dean. The Department Chair/Dean reviews the report to ensure that it is an accurate and comprehensive review of the program, may request any necessary revisions, and signs the Cover Sheet to indicate approval.

After the Dean's review, the self-study report, Cover Sheet, and any related documentation are sent to the Office of Institutional Effectiveness and Assessment (IEA). IEA reviews the report to confirm completeness, consistency, and compliance with program review guidelines, then prepares the materials for the Academic Quality Committee (AQC).

Following IEA's review, the Program Review Committee presents the self-study to the Academic Quality Committee at a scheduled meeting. The Academic Quality Committee conducts a review of the self-study and provides an analysis to the Provost.

The Provost reviews the self-study and analysis report and returns the findings to the Program Review Committee. Once the Provost's review is complete, the fully signed Cover Sheet is added to the final self-study report to indicate approval.

Step Five: Program Review Follow-Up

Program review follow-up takes place during the academic year following the initial program review. For example, if a program is reviewed during the 2026-27 Academic Year, it receives a follow-up review during the 2027-28 Academic Year. The follow-up consists of two stages: (a) a program improvement plan that takes effect after the self-study has been approved, and (b) a final report that documents improvements to the program and plans for future progress.

Program Improvement Plan

A program improvement plan is created as part of the self-study. A program's members can begin implementing their plan as soon as their self-study has been approved. The improvement plan is typically guided by the program's Department Chair and full-time faculty members, who create a reasonable timeline for implementing the improvements or "action items" listed at the end of the self-study (see Appendix F for sample timeline). Certain improvements may be implemented immediately while others may require several years to implement fully. More important than immediately implementing the action items is taking reasonable steps to engage in, assess, and document ongoing improvement.

During the follow-up year, the Department Chair and full-time faculty should meet at least once per semester (excluding summer) to assess and document program improvements. Assessment is a vital part of the program review process, and any program that needs assistance with assessment is encouraged to contact the IEA Office. Finally, programs can meet with the Dean and, if needed, the Provost to determine whether improvements can be made with available resources or if additional resources will be needed.

Follow-Up Report

The program review process concludes with a report submitted at the end of the academic year during which the program review follow-up takes place. At this time, the Department Chair or designee submits a brief report to the Dean explaining progress on improvements. The Dean then forwards the report to IEA to be included in AQC's report. To assist programs in completing this phase of the review, the program review template includes a final section (Program Review Follow-Up) where programs may enter their report. Evidence or documentation of completed or in-progress action items may be included with the report. The report may also include adjustments to the original improvement plan that account for changes in the program and at LIT.

Archiving Program Review Materials

Program review and follow-up materials are archived in the Program Directors drive to ensure secure storage of these materials and accessibility to members of the program, LIT leadership, and accrediting agencies. Long-term storage of these materials helps programs to document their history. This history is valuable in that it allows members of a program to trace and guide their program's evolution over time and to make further adjustments to improve the program. The IEA Office is ready to assist all programs with archiving materials generated by a review and its follow-up.

Appendix A: Program Review Schedule

LIT Program Review Schedule						
Academic Year	Business Technologies	General Education & Dev Studies	Healthcare & Sciences	Industrial & Engineering Technology	Manufacturing & Trades Technology	Public Service & Safety
2026-2027	• Cosmetology • Graphic Design	• Child Care & Development	• Biological Sciences	• Process Operating Technology	• Welding Technology	• Criminal Justice
2027-2028	• Culinary Arts • Management & Entrepreneurship	• Teaching	• Dental Hygiene†	• Instrumentation Technology	•	• Emergency Management & Homeland Security
2028-2029	• Data Analytics • Logistics & Supply Chain Management		• Medical Assistant • Nursing	• Engineering • Engineering Technology	• Automotive Technology • Plumbing Technology	•
2029-2030	• Real Estate		• Radiologic Technology† • Respiratory Care†	• Mechatronics/Robotics • Occupational Safety & Health	• Advanced Engine Technology • Industrial Mechanics	• Police Academy
2030-2031	• Business • Computer Information Systems		• Health Information Technology† • Sonography†	• Utility Line Technology	• Commercial Electrical Technology	• Fire Academy
2031-2032	• Accounting Technology • Cyber Security & Networking Technology	• General Studies	• Health Sciences • Pharmacy Tech	• Computer Drafting Technology	• Heating Vent & AC	• Emergency Medical Services†
Revised: July 2026 †Programmatic External Accreditation						

Appendix B: Sample Program Review Timeline

Program: _____

Department: _____

Academic Year: _____

Item	Due Date	Completed
Department Chair informs faculty of upcoming program review and establishes Program Review Committee.	September 15	☐
Program Review Committee meets to establish timeline & roles (research, writing, scheduling, etc.)	September 30	☐
Program Review Committee conducts research to collect data & information needed for review and completes self-study report.	October 1 – January 31	☐
Program Review Committee submits self-study report and signed cover sheet to program's Department Chair/Dean for recommendations & edits. Program Review Committee completes Department Chair's/Dean's edits (if any).	February 1 - 15	☐
Dean forwards report and signed cover sheet to IEA.	February 28	☐
Program Review Committee presents self-study report to the Academic Quality Committee.	March 1 - April 15	☐
Academic Quality Committee submits self-study findings to the Provost.	April 30	☐
Provost reviews findings and returns self-study report to Program Review Committee.	May 15	☐
IEA archives self-study report, cover sheet, and findings.	May 31	☐

Appendix C: Data & Information Sources

This appendix provides a list of possible data and information sources that a program may wish to draw from to complete its review.

x	Data and Information Sources
	Annual Unit (Program) Plans & Assessment Reports
	Articulation agreements & dual enrollment agreements, if applicable
	Business and industry partnerships
	Community College Survey of Student Engagement (CCSSE)
	Course cancellations
	Course requirements, descriptions, and outcomes
	Course syllabi
	Customer (Student) Satisfaction Survey
	Degree plan
	Equipment and facilities
	Graduates (number, demographics)
	Licensure/certification rates, if applicable
	Perkins annual self-evaluation
	Placement exams and assessments
	Placement/Employment rates and continuation after graduation
	Program faculty (number, demographics, full-time/part-time status, qualifications)
	Program level outcomes
	Program-specific library services and resources
	Program purpose statements
	Program withdrawals
	Programmatic accreditation reports, if applicable
	Recruitment efforts
	Satisfaction (student, graduate, and employer)
	Student evaluations of faculty and courses
	Student headcount (number, demographics)
	Student retention rates
	Texas Successive Initiative (TSI) requirements and restrictions
	Texas Workforce Commission - Labor Market
	THECB <i>Existing Program Performance Review</i> (EPPR)
	THECB Institutional Effectiveness Profile
	Transfer plans & Transfer rates (transfer into LIT and out of LIT)
	U.S. Department of Labor - Statistics
	Other (list any other sources used to review the program):

Appendix D: Guide to Writing a Program Self-Study Report

Program Review Committees can use this guide to assist in completing the self-study using the Academic/Technical program review template. Complete all applicable sections and present information clearly, concisely, and accurately. Committees are encouraged to contact LIT's Office of Institutional Effectiveness and Assessment for assistance with the self-study report or template.

Unless otherwise specified, provide up to five academic years (AY) of available data. Programs completing a subsequent review should report data since the previous review cycle. Programs undergoing their first review should provide the most recent available data, up to five academic years.

Tables in the template may be modified as needed to accommodate program-specific data; however, all required information must remain clearly presented. When data cannot be reasonably summarized within a table, provide a summary and attach supporting documentation. Reference all attachments in the appropriate section of the template.

PART ONE: PROGRAM OVERVIEW

I. **Majors/Awards**

List all degrees, certificates, and other awards associated with the program. For each award, include the CIP code, award name, award level (e.g., AAS, Certificate), and major code. Include all active awards offered under the program. Information should reflect the program's current approved awards and align with institutional and state reporting records.

Example: 51.0602 Dental Hygiene (AAS_DH)

II. **Program Purpose Statement**

Provide your program's purpose statement. Describe how your program relates to the institutional mission of LIT.

III. **Program Goals**

Describe how your program goals are actively pursuing the accomplishment of the program's purpose statement. Program goals typically include, but are not limited to, enrollment numbers, retention rates, time to completion, number of graduates, graduation rates, and/or transfer rates.

Examples: 1) The program will graduate a minimum of fifteen students over a three-year period. 2) Program enrollment will reach 7% of LIT's overall enrollment by Fall 2023.

IV. **Program-Level Learning Outcomes (PLOs)**

PLOs are program goals that focus on the end result or "outcomes" for student learning in the program. PLOs answer the question, "Upon completion of this program, the student will be able to. . ." In other words, what should the student know and be able to do upon graduation?

Examples: 1.) Graduates will effectively communicate ideas and information through written and oral means to diverse audiences and in various contexts. 2.) Graduates will apply managerial accounting concepts for budgeting, cost

analysis, and business decision-making. 3.) Graduates will demonstrate the ability to perform tests for adequate air flow and calculate balance point and co-efficiency of performance (COP).

V. **Program Need and/or Demand**

Describe current need and/or demand for this program in industry or business. Attach supporting documentation, as needed. **Technical Programs Only** STATE STANDARD for Determination of Ongoing Program Need: Meets standard if need based on at least two of the following. Exceeds standard if four or more are present. (1) Industry Advisory Committee support; (2) Local and/or regional labor market trend data; (3) State and/or national labor market trend data; (4) Inclusion on a local, regional, or state target occupations list; (5) Projected employment growth and/or wage data; (6) Graduate placement outcomes; (7) Other documented evidence (provide description).

VI. **Programmatic Accreditation**

Indicate if the program holds accreditation from a program-specific credentialing agency (CAAHEP, CoARC, etc.). Check N/A if not applicable. **Technical Programs Only.** STATE STANDARD for Professional Program Credentials: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency. Program exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.

PART TWO: PROGRAM CURRICULUM

I. **Degree Plan(s)**

Provide the current degree plan(s) for this program. Are degree requirements structured to provide students in the program sufficient knowledge of best practices in the discipline and to respond to community and societal needs?

II. **Curriculum Review**

Describe the frequency and process used to review and revise the program's curriculum. Consider how often reviews occur, what triggers a review, who participates in the process, what data and information are examined, and how the program evaluates whether the curriculum remains current, relevant, and effective.

III. **General Education**

Technical Programs Only. List the general education courses in the applied associate (AAS) degree program. If the program being reviewed does not include an associate degree, enter N/A. STATE STANDARD for Compliance with Texas Higher Education Coordinating Board (THECB) General Education Requirements: 100% of all AAS degrees have at least 15 semester credit hours (SCH) of general education. Must include at least one course in each of the following Component Areas: (1) Humanities/Fine Arts: (Communication; Language, Philosophy, and Culture; and Creative Arts), (2) Social/Behavioral Science (American History; Government/Political Science; and Social and Behavioral Sciences), and (3) Natural Science/Math (Mathematics; Life and Physical Sciences). Additionally, English Composition or Speech may not be accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to fulfill Humanities requirement.

IV. **Workforce Education**

Technical Programs Only. In the Program Review Template, this and the following four questions address workforce education. Indicate your program's compliance with Workforce Education Guidelines. STATE STANDARD for Compliance with the Texas Higher Education Coordinating Board (THECB) Career and Technical Education Guidelines: 100% compliance for Associate of Applied Science (AAS) degrees and Certificate Awards - (1) curriculum linked to business and industry; (2) capstone experience; (3) program length*; (4) compliance with Texas Workforce Education Course Manual (WECM) standards according to guidelines. NOTE: Certain LIT programs have THECB approval for greater than the required program length (example: LIT's Dental Hygiene program is approved at 68 SCH). If your program has THECB approval for greater length, mark "yes" for this question and indicate the approved program length (SCH) in the field.

V. **Integrating Academic and Technical Education**

Technical Programs Only. In the review template, this and the following six questions address ways in which your program integrates academic and technical education. STATE STANDARD for Integrating Academic and Technical Education: Program must include writing and use of computers. Your program exceeds the state standard if you can answer "yes" to five or more of the questions, including required elements, in this section.

VI. **Business and Industry Partnerships**

Technical Programs Only. In the review template, this and the following five questions address your program's partnerships with business and industry. STATE STANDARD for Business and Industry Partnerships: Active involvement with business/industry and documented evidence of at least two of the affiliations in this section. Your program exceeds the state standard if you can answer "yes" to four or more of the questions in this section. NOTE: Exclude Advisory Committees from this question. Advisory Committees are addressed in Part 6 of the template.

VII. **Employer and Student Satisfaction**

In the review template, this and the following nine questions address whether your program measures satisfaction from students and employers, and/or the program's Advisory Committee. **Technical Programs Only.** STATE STANDARD for Employer and Student Satisfaction: College measures and documents employer and student satisfaction and uses results for program improvement. Your program meets state standard if at least two measures in this section are used. Your program exceeds state standard if three or more measures are used. NOTE: For the overall student satisfaction of instruction rate, submit a data request to the Dean or IEA.

VIII. **Course Syllabi**

In the review template, this and the following 11 questions explore your program's course syllabi. **Technical Programs** should focus on program-specific courses rather than general education.

IX. **Transfer, Articulation & Dual Enrollment Agreements**

In the review template, this and the following six questions address your program's transferability and agreements with other institutions. Where applicable, provide a copy of any transfer plan(s) for the program. Indicate any 2+2 or 2+2+2 programs. Describe any

articulation and/or dual enrollment agreements concerning this program. Also discuss future opportunities for these types of agreements. Future opportunities should be as specific and concrete as possible and not nebulous; provide evidence or documentation. **Technical Programs Only.** STATE STANDARD for Linkages and External Agreements with Schools and Universities: Program has at least one agreement in place and is pursuing others as appropriate. Your program exceeds the state standard if you can answer “yes” to four or more of the questions in this section.

PART THREE: PROGRAM ACCESSIBILITY / VIABILITY

I. Student Recruitment

List efforts to recruit students into the program, including efforts to recruit diverse populations and underrepresented groups in non-traditional programs (e.g., males in nursing, females in process technology).

II. Texas Success Initiative (TSI)

Of the concentration courses in the degree plan’s major requirements, list prerequisite requirements and/or Texas Success Initiative (TSI) restriction(s). Check N/A if not applicable. Visit [Texas Education Agency's \(TEA\) website](https://www.tea.state.tx.us/TSI/) for more information about TSI.

III. Course Placement

Describe the assessments being used to ensure students are placed in the proper courses. Assessments may be national, state, institutional, or programmatic.

IV. Performance Requirements

Describe what requirements the program has in terms of physical or mental ability, performance assessments, safety standards, and insurability-risk management. Include any barriers that may limit students' participation in the program. Examples of barriers can include physical ability, performance tests, safety standards, insurability-risk management, etc. Before responding, check ADA requirements, as needed. If questions remain, consult with LIT’s ADA coordinator.

V. Program Viability

Provide an evaluation of the program’s ability to sustain its operations and remain relevant over time by examining current and future demand, student enrollment trends, completion rates, labor market data (e.g., expected growth, competitive wages), resource availability, and alignment with institutional and workforce priorities. Visit the following resources (not an extensive list): [SETX Workforce Solutions – LMI](https://www.setxworkforce.com/); [Texas Workforce Commission – LMI](https://www.texasworkforcecommission.com/); [US Bureau of Labor Statistics – Industry at a Glance](https://www.bls.gov/); [IEA Dashboards](https://www.iea.com/); submit a data request to IEA via Lightcast.

PART FOUR: PROGRAM RESOURCES

I. Equipment

In the review template, this and the following six questions address the equipment that supports the program. This section identifies equipment as learning materials and learning aids, computers and software, and other equipment (not to be confused with facilities, which are addressed in the following section). **Technical Programs Only.** STATE STANDARD:

Equipment meet business and industry standards and are adequate and appropriate to support the program. Questions to consider: Is equipment sufficient to support the program? Does the program require supplemental learning materials and/or learning aids? Are the availability of computers and software adequate to support the program?

II. **Facilities**

In the review template, this and the following two questions address the facilities that support the program, specifically the space allotted to or supporting the program. **Technical Programs Only.** STATE STANDARD: Facilities meet business and industry standards and are adequate and appropriate to support the program. Are facilities sufficient to support the program? Has enough space been allotted to the program? What is the condition of this space? Does this space meet program needs?

III. **Library Services**

In the review template, this and the following three questions address the library services available to your program. Are library collections at LIT/Lamar University sufficient to support the program's curriculum and information needs? Are there recommendations for additions to the library collection? Is extra funding required? How much (budget estimate)? Library materials and services may be print, digital, online, intranet, etc.

IV. **Faculty Demographics**

Report on your program's faculty demographics, including the current academic year (if available). Include Gender, Ethnicity, Highest Degree Earned, Tenure Status, Full-time/Part-time Status, and Full-Time to Part-Time Ratio. NOTE: The IEA Office or department chair can generate a faculty report via [Xitracs](#) that you can then enter/attach to the review template. Contact the Human Resources office for assistance with the Full-Time to Part-Time Ratio.

V. **Faculty Credentials, Experience & Professional Development**

For this response, report on your program faculty's credentials, experience, and professional development for the current academic year or most recent academic year for which information is available. To the extent possible, include full-time and part-time faculty members, along with dual credit instructors of record; full-time/part-time status; highest degree earned; discipline; years of experience teaching in field; years of "industry" experience in field; licensure/certification; professional memberships; and professional development activities for the past three years. Also indicate if current CV is on file. NOTE: The IEA Office or department chair can generate a faculty report via [Xitracs](#) that you can then enter/attach to the review template. **Academic Programs.** STATE STANDARD for Faculty Support: Number of faculty must be adequate to support the program. For an academic program/degree, there must be at least one full-time instructor with primary teaching assignment in the area. **Technical Programs.** STATE STANDARD for Faculty Support: Number of faculty is adequate to support the program. For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college and qualified in an occupational/technical area.

PART FIVE: STATISTICAL DATA

I. **Student Headcount**

Report student headcount, including current academic year (if available). Include major, award sought (specialization, degree, certificate, etc.), gender, ethnicity, and full-time/part-time status. Visit the [Enrollment Dashboard](#) to enter data or download a PDF to attach to the review template.

II. **Student-to-Faculty Ratio**

Report the student-to-faculty ratio, including current academic year (if available). Calculate student-faculty ratio by dividing the full-time student equivalents (FTSE) by the full-time faculty equivalent (FTE). Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours and include all semester credit hours, not just state-funded hours. FTE (full-time equivalent) faculty are instructional faculty with ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Adjunct. NOTE: The IEA Office can generate a student-to-faculty ratio report that you can then enter/attach to the review template.

III. **Student Retention Rates**

Student retention is defined as the number of first-time, full-time students who enroll in a fall semester and return the following fall. For each year and for each degree/certificate, include number in cohort, number of students retained (excluding graduates), and retention rate (%). Also include average for cohort, students retained, and retention rate (%). NOTE: The IEA Office can generate a student retention report that you can then enter/attach to the review template.

IV. **Program Withdrawals**

Based on student withdrawal feedback, what are the main reasons students are not completing the program? If possible, identify the main reasons students are withdrawing and determine if your program can reduce withdrawals by making changes based on these reasons. NOTE: For assistance in accessing or collecting this data, contact the Registrar's Office.

V. **Course Offerings and Cancellations**

Report the number of scheduled course sections for each semester. Indicate the total number of sections and how many were offered during the day, offered in the evening, offered on the weekend, offered as distance learning, offered as an independent study, and the number of sections that were canceled. **Technical Programs** should focus on program-specific courses rather than general education. Visit the [Course Offering Dashboard](#) to download a PDF or request a course report from IEA that you can then enter/attach to the review template.

VI. **Number of Graduates**

Report the number of graduates for each degree/certificate for three or five most recent academic years for which information is available. **Technical Programs Only.** STATE STANDARD for Graduates: Program has fifteen graduates over a three-year period. Program has twenty-five graduates over a five-year period. Exclude new programs approved by the THECB and offered within the last three to five years. Visit the [Graduate Dashboard](#) to download a PDF that you can then enter/attach to the review template.

VII. **Success (Placement) Rates**

Report on graduate placement for the three most recent academic years for which data is available. Placement is defined as program graduates who are employed and/or who continue their education. Indicate total graduates* for each academic year, number of graduates employed, number of graduates continuing their education, and success rate (%)**. Include three-year average. **Technical Programs Only.** STATE STANDARD for Placement: Eighty-five percent of program graduates are placed within one year of graduation (except new programs approved by the THECB for implementation and offered within the last three to five years). Exceeds standards if three-year average placement rate is ninety-five percent or greater. Special provisions will be made for programs with fewer than ten graduates. Visit the [Placement Data](#) report that you can then enter/attach to the review template.

*Total graduates should be unduplicated, which may not match CBM009 data.

**Based on THECB Automated Student & Adult Learner Follow-up Systems and CB 116.

VIII. **External Testing, Licensure & Certification**

Report all external testing, licensure, or certification tests and results for the three most recent academic years for which data is available. For each year, include exam name, total number of students tested, total number passing, program pass rate (%), and state average pass rate (%). For each examination, indicate whether it is a national, regional, or state credential. If this section is not applicable to your program, you can check N/A on the review template. **Technical Programs Only.** STATE STANDARD for Licensure Pass Rate: Ninety percent of students tested on a specific licensure exam pass the exam as reported for the most recent years for which data is available (Perkins Standard) OR the percentage of students who take licensure exams and pass is no more than five percentage points below state average for the specific licensure exam. Exceeds standard if pass rate is ninety-five percent or greater. Visit the Program Director\Directories\Licensure Results or the [Licensure Data](#) report that you can then enter/attach to the review template.

Examples: (1) NCLEX-RN (National). (2) Texas Commission on Fire Protection (State).

PART SIX: PROGRAM ADVISORY COMMITTEE

NOTE: Not all LIT programs are required to have a Program Advisory Committee. If your program is not required to have an Advisory Committee, you may check N/A and skip the questions and fields in this section.

I. **Program Advisory Committee Members**

List Advisory Committee members (name, affiliation, gender, ethnicity, and if a small or large employer). STATE STANDARD for Advisory Committee Membership: Committee membership list reflects diversity of occupational field (gender, ethnicity) and is chaired by a business/industry member. Program does NOT meet standard if not chaired by business or industry member.

II. **Program Advisory Committee Meetings**

List the dates that the Advisory Committee meetings were held within the past three academic years. Attach copies of all Advisory Committee meeting minutes from the past three

academic years to the review template. STATE STANDARD for Advisory Committee Activities: Advisory Committee must meet at least once per academic year, should have a quorum present, and perform the functions outlined in the Career and Technical Education Guidelines (CTEG). Official minutes must be recorded in the required format and include information specified in the CTEG. Exceeds standard if committee meets at least twice per academic year, activities are well documented, and appropriate format is used.

III. Program Advisory Committee Recommendations

Summarize recommendations from your program's Advisory Committee in the past three years.

IV. Response to Advisory Committee Recommendations

What action was taken based on the Advisory Committee's recommendations?

V. Program Advisory Committee (THECB/CTEG)

In the review template, this and the following 19 questions reflect the Texas Higher Education Coordinating Board's (THECB) mandate for effective use of Advisory Committees, as noted in the Career and Technical Education Guidelines (CTEG).

PART SEVEN: PROGRAM REVIEW FINDINGS AND IMPROVEMENT PLAN

I. Program Strengths

Based on the review of your program, concisely identify the strengths of your program. What does your program do well? Where does your program excel?

II. Program Improvement Needs

Based on the review of your program, concisely identify the needs of your program. What is needed to make your program stronger, more effective, and/or more responsive to students, graduates, faculty, staff, the community, the profession, business and industry, etc.?

III. Program Improvement Plan

Based on your review of the program, develop an improvement plan to address the needs you identified in the previous section. Include estimated dates for beginning and/or completing these improvements. Ideally, the improvement plan will list concrete, realistic improvements that your program can reasonably make within the next one to five years. NOTE: You can adjust your improvement plan and estimated dates as you put your plan into action.

PART EIGHT: PROGRAM REVIEW FOLLOW-UP REPORT

I. Program Review Follow-Up Report

Your program will complete this section at the end of its program review follow-up. For example, if a program is reviewed during the 2026-27 Academic Year, its follow-up report would be completed at the end of the 2027-28 Academic Year. For this section, write a concise follow-up report describing your program's progress in meeting the items on the program improvement plan. Documentation of completed or in-progress improvements can be attached. The report may include adjustments to the original improvement plan that account for changes in the program and at LIT. Programs are required to submit only one follow-up

report but may submit multiple reports throughout and after the follow-up year to track their progress.

Appendix E: LIT Self-Study Cover Sheet

By signing below, we indicate our approval of the self-study report for the LIT program

(insert program name and academic year of review)

Program Review Committee Chair

Printed Name _____

Signature _____

Date _____

Department Chair

Printed Name _____

Signature _____

Date _____

Dean

Printed Name _____

Signature _____

Date _____

Provost

Printed Name _____

Signature _____

Date _____

Appendix F: Sample Program Improvement Plan Timeline

Program: _____

Department: _____

Program Review (Academic Year): _____

Program Review Follow-Up (Academic Year): _____

Action Item	Target Date	Completed
Faculty subcommittee reviews current program textbooks & educational software to ensure that textbooks & software are up-to-date and reasonably priced.		☐
Faculty subcommittee meets to share findings on textbooks/software. Full faculty votes on proposed changes, if any.		☐
Department Chair meets with Dean & Provost to discuss feasibility of hiring one full-time faculty member. If approved, faculty member would begin (<u>insert academic year</u>).		☐
If new faculty hire approved, begin faculty search.		☐
Faculty members create recruitment plan to increase enrollment from regional high schools through on-site or online visits to area schools (schools TBD).		☐
Faculty evaluate effectiveness of recruitment plan through surveys of regional high school students, teachers, & counselors who attended on-site or online visits.		☐
Faculty evaluate effectiveness of recruitment plan by comparing enrollment in academic year after program review to enrollment over three previous academic years.		☐
If approved, new full-time faculty member hired. Start date (<u>insert</u>).		☐
COMMENTS & NOTES:		