

PROGRAM:
COLLEGE:

CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM
PROGRAM REVIEW

Name of Program:

Program Coordinator/Department Chair:

College:

Program evaluation is part of the institution's overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program's purpose and goals.

SIGNATURES:

Program Coordinator/Department Chair _____ Date _____

Academic Dean _____ Date _____

College President _____ Date _____

Institutional Effectiveness Office
Received by: _____ Date _____

PROGRAM:
COLLEGE:

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGE
PREPARING FOR THE 21ST CENTURY**

Mission

The Connecticut Community-Technical system's Colleges' mission:

- Our mission is to serve as leaders and partners in the academic, economic, and cultural lives of our communities, providing comprehensive, accessible, innovative, and affordable learning opportunities to diverse populations.

College's Mission

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES
PROGRAM REVIEW**

CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS

I. PROGRAM MISSION

I.1 Mission Statement

- I.1a. Programs establish missions and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)
- I.1b. Planning guides continuous program improvement. (NEASC 2.2, 4.4)
- I.1c. Programs determine and document ongoing program need. (NEASC 4.2)

I.2 Professional Accreditation

- I.2a. Programs with mandatory state, federal, or national licensure, certification or registration requirements meet the standards of the respective agency.

II. PROGRAM DESIGN

II.1 Admission and Program Policies

- II.1a. Admission policies for programs with special admission requirements must be consistent with the educational purposes of the institution.
- II.1b. Program information materials should be developed to include program specific policies and procedures.

II.2 Completion Requirements

- II.2a. Degree programs meet minimum NEASC, BOT, AND DHE standards, and, if applicable, other accrediting agency

II.3 Curriculum

- II.3a. Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. (NEASC 4.1)
- II.3b. Learning outcomes and skill standards required by the workforce are documented. (NEASC 4.3, 4.18)

II.4 Linkages, External Agreements and Affiliations

- II.4a. Programs have external agreements with schools and universities.
- II.4b. Programs are actively involved with business/industry and provide documented evidence.

II.5 Instruction

- II.5a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)
- II.5b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)
- II.5c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.30)
- II.5d. Instructional methodologies support nontraditional delivery.

III. PROGRAM OUTCOMES

III.1 General Education

- III.1a. Associate degree program graduates earn a minimum of 21 semester hours in general educational courses. (NEASC 4.17)

III.2 Student Completion

- III.2a. Course completion rates demonstrate program need and program effectiveness.

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III.3 Graduate Employment

III.3a. Graduate follow up reflects the successful employment of graduates.

III.4 Customer Satisfaction

III.4a. Programs measure and document employer satisfaction.

III.4b. Programs measure and document student satisfaction.

III.5 Licensure and Certification Exam Reports

III.5a. Pass rates for licensure and certification exams demonstrate satisfactory completion of program.

IV. PROGRAM RESOURCES

IV.1 Faculty

IV.1a. The number of faculty is adequate to support the program. (NEASC 4.2)

IV.1b. Faculty meet competency requirements for teaching in the program area. (NEASC 5.2)

IV.1c. Programs provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)

Full-time program faculty participate in professional development activities each year. (NEASC 5.12)

IV.2 Budget Adequacy

IV.2a. Budget is adequate to support the program. (NEASC 4.2, 9.1)

V. PROGRAM SUPPORT SERVICES

V.1 Library and Other Learning Resources

V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their program. (NEASC 7.1, 7.2)

V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

V.2 Instructional Support

V.2a. Equipment and facilities meet current technology standards and are adequate to support the program. (NEASC 8.1)

V.2b. Facilities and instructional support services are adequate and easily accessible for program faculty and students.

V.3 Information/Educational Technology Resources and Systems

V.3a. Information technology resources support programs at the appropriate levels.

V.4 Student Development Services

V.4a. Student development services support student success. (NEASC 6.1)

V.5 Advisory Committee

V.5a. Program Advisory committee membership reflects diversity of occupational field.

V.5b. Program Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

PROGRAM:
COLLEGE:

Program Review
COLLEGE IDENTIFIED WEAKNESS

List and comment on the major weakness or needs for improvement in the program at your college.

PROGRAM:
COLLEGE:

Program Review
COLLEGE IDENTIFIED STRENGTHS

List and comment on the major strengths of the program at your college.

PROGRAM:
COLLEGE:

**Program Review
COLLEGE RECOMMENDATIONS**

List and prioritize your college's recommendations for improving the program (correcting identified weaknesses).

Reference Standard	Recommendation

PROGRAM:
COLLEGE:

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES
PROGRAM REVIEW**

I. CRITICAL SUCCESS INDICATOR: PROGRAM MISSION

I.1 MEASURE: MISSION STATEMENT
I.1a STANDARD: Programs establish missions and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)

1. Does your program have a mission statement?
 No
 Yes, *please respond to items.*
2. State the mission of the program.
3. Where is the mission statement published?
4. Describe how the program's mission, goals, and objectives support the institution's mission.
5. Does the program satisfy a unique goal(s) for the institution? Explain.

Recommendations:

I.1b STANDARD: Planning guides continuous program improvement. (NEASC 2.2, 4.4)

1. Describe the program's participation in the institution's ongoing planning process.
2. Who participates in the planning process? *Explain their roles.*

	Constituent	Role
<input type="checkbox"/>	Employers	
<input type="checkbox"/>	Faculty	
<input type="checkbox"/>	Students	
<input type="checkbox"/>	Others	

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3. What are the measurable goals and objectives of the program?

Goals and Objectives

Recommendations:

I.1c STANDARD: Programs determine and document ongoing program need. (NEASC 4:2)

1. Describe the process for determining need for the program in the community.

Provide as much corroborative information as possible, such as needs assessment, employment outlook information, etc.

2. Need is based on at least two (2) of the following:

- Advisory Committee
- Local and/or regional labor market data
- National and/or regional labor market data
- Other, *please describe:*

3. Does the program complement or support enrollment in other college programs? *Explain.*

Recommendations:

PROGRAM:
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I.2 MEASURE: PROFESSIONAL ACCREDITATION
I.2a STANDARD: Programs with mandatory state, federal, or national licensure, certificate, or registration requirements meet the standards of the respective agency.

1. Is the program subject to accreditation by state, regional or national accrediting agencies?

- No, skip to *II.1 Measure: Faculty.*
- Yes, please respond to items 2-3.

2. Describe the program's accreditation status by supplying the following information:

Accrediting Agency or Agencies	Voluntary or Required Accreditation	Date of Last Accreditation	Date of Next Visit

Attach a copy of the most recent accreditation certificate/letter from agency identifying status.

3. Where is the program accreditation information published? *Attach a copy of the published accreditation information.*

Recommendations:

PROGRAM:
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II. CRITICAL SUCCESS INDICATOR: PROGRAM DESIGN

II.1 MEASURE: ADMISSION AND PROGRAM POLICIES

II.1a STANDARD: Admission policies for programs with special admission requirements must be consistent with the educational purposes of the institution.

1. Is admission to the program competitive and based upon criteria specified in writing and published?

- Not applicable
- Yes, please respond to a-b):

a) How were the program admission standards established?

b) Have the admissions criteria encouraged student success in the program?

II.1b STANDARD: Program information materials should be developed to include program specific policies and procedures.

1. Does your program have a program information packet available for students?

- No, please explain:

- Yes, please answer the following:

Does the packet include program specific policies and procedures?

- Not applicable
- Yes

Attach program information packet.

Recommendations:

II.2 MEASURE: COMPLETION REQUIREMENTS

II.2a STANDARD: Degree programs meet minimum NEASC, BOT, and DHE standards, and, if applicable, other accrediting agency requirements.

1. Does the program offer a degree?

- Not applicable, please skip to Measure V.3.
- Yes, please respond to items 2-5 below.

2. Listed below are the minimum NEASC requirements for degree programs. Indicate requirements met by your program:

- Appropriate course sequencing
- Basic core of education courses (minimum 21 credits)
- Courses to develop competencies in reading, writing, oral communication, fundamental math skills and the basic use of computers
- Published degree requirements (*please attach copy*)

If program does not meet all of the above requirements, please explain:

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3. If program must meet additional degree requirements (e.g., professional accrediting agency), *please explain*:

4. Does appropriate course sequencing allow for students to complete program in two (2) years for AS degree?

- Yes
 No, *please explain*:

5. Are courses scheduled to meet the needs of day and evening students?

- Yes
 No, *please explain*:

Provide class schedule as evidence.

Recommendations:

II.3 MEASURE: CURRICULUM
II.3a STANDARD: Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. (NEASC 4.1)

1. Explain how courses offered on multiple campuses are consistent in content and required skills level.

2. Textbook Selection, Review, and Ordering

a) Describe the process used for annual review of textbooks.

b) Is there an efficient process in place for ordering textbooks/manuals? Describe.

Yes, *please describe*:

No, *please explain*:

c) Is there sufficient textbook inventory available when classes start?

- Yes
 No, *please explain*:

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3. Curriculum Development and Review

- a) Describe the process used to review curriculum and course content? Role of faculty? Role of Advisory Committee?

- b) What revisions have resulted from this process in the last five years?

- c) How do you ensure that the course content of each required program-specific course is up-to-date and appropriate for the level and goals of the course?

- d) How does the content of each required, program specific course provide for necessary knowledge or competency development identified in program outcomes?

Recommendations:

II.3c STANDARD: Learning outcomes and skill standards required by the workforce are documented. (NEASC 4.3, 4.18)

- 1. List the competencies that students who complete the program are expected to have (*or attach the program competency profile*).

- 2. How are these competencies verified (e.g. tests, portfolios, capstone course, course-by-course, other forms of assessment)?

- 3. How has your department used results of assessment? What changes have been made to your program as a result of the assessment?

- 4. Are tutorial services available to support learning?
 - Yes
 - No, *please explain:*

- 5. How does your program assess student learning (comprehensive exams, portfolios, special projects, and special assignments)?

Recommendations:

PROGRAM:
COLLEGE:

II.4 MEASURE: LINKAGES, EXTERNAL AGREEMENTS AND AFFILIATIONS
II.4a STANDARD: Programs have external agreements with schools and universities.

Which of the following linkages and agreements are in place for your program?

- Advanced placement
- Course articulation (w/secondary schools)
- Course transfer (w/colleges and universities)
- Credit by exam
- Credit for work experience
- Dual credit/college option
- Tech Prep

Other, *please list:*

-
-
-

Recommendations:

II.4b STANDARD: Programs are actively involved with business/industry and provide documented evidence.

What affiliations does the program have with business/industry? *Provide documented evidence.*

- Agreements for sharing facilities, equipment, labs, etc.
- Agreements for expanding resources
- Clinical affiliations
- Contractual agreements with business/industry
- Co Op agreements
- Internships/apprenticeships
- On-site training for faculty at business/industry work sites (externships)
- Other, *please list:*

Recommendations:

II.5 MEASURE: INSTRUCTION

II.5a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)

1. Are written course outcomes available for all program courses? *Provide copies as evidence.*

- Yes
- No, *please explain:*

2. Are these syllabi with course outcomes informative, thorough, accurate and reflective of current standards?

- Yes
- No, *please explain:*

PROGRAM:
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3. How are these course outcomes developed?
4. Who evaluates these course outcomes?
5. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

Program Specific Course	Date Revised	Nature of Revisions

II.5b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)

1. Describe methods of instruction that are used in your program.
2. Do instructional methodologies utilize available technology?
 Yes, *please explain:*

 No, *please explain:*
3. Indicate recently implemented innovations in instructional methodology or use of technology:

Course	Innovation	Date

4. Does the program curriculum require a dedicated lab?
 Yes, *please answer item 7.*
 No, *please skip to V.5c Standard.*
5. Do lab schedules allow time for demonstration and practice?
 Yes
 No, *please explain:*

Recommendations:

PROGRAM:
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II.5c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.30)

1. What means does the program use to evaluate instruction?
- Assessment of performance of students in subsequent courses
 - (Current) Student evaluation of Instruction
 - Departmental tests
 - Licensing and certification exams
 - Peer review
 - Sampling of opinions of former students
 - Standardized tests and comprehensive exams
 - Student evaluation of Instruction
 - Supervisor review
 - Other, *please describe:*

2. Describe how evaluation results are used to improve instruction.

Recommendations:

II.5d STANDARD: Instructional methodologies support nontraditional delivery.

1. Indicate and describe program offerings through nontraditional formats.

	Nontraditional Format	Description Of Offerings
<input type="checkbox"/>	Computer-Aided Instruction	
<input type="checkbox"/>	Distance Education	
<input type="checkbox"/>	Dual Credit	
<input type="checkbox"/>	Flex Entry	
<input type="checkbox"/>	Independent Study	
<input type="checkbox"/>	Mini Term	
<input type="checkbox"/>	Project-Based Assignments	
<input type="checkbox"/>	Second Start	
<input type="checkbox"/>	Weekend College	
<input type="checkbox"/>	Others, <i>please explain:</i>	

2. Describe program's participation in continuing education and contract training.

3. Do you utilize business as a resource to expand nontraditional format learning opportunities?

- Yes
- No, *please explain:*

PROGRAM:
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III. CRITICAL SUCCESS INDICATOR: PROGRAM OUTCOMES

III.1 MEASURE: GENERAL EDUCATION

III.1a STANDARD: Associate degree program graduates earn a minimum of 21 semester hours in general education courses. (NEASC 4.17)

1. Does the program AS degree plan include a minimum of credit hours in general education?
- Not applicable, skip to Measure IV.2, certificate only programs.
 - Yes
 - No, please explain:

Provide as evidence the current catalog copy of the degree plan.

Recommendations:

III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate program need and program effectiveness.

1. Does the program have a limited enrollment capacity?
- No
 - Yes, please describe:
2. Does enrollment history reflect program need? Document by completing the table below.
- Yes
 - No, please explain:

	Fall Semester	Spring Semester	Academic Year Total
Academic Year	Number Sections	Number Sections	Sections Total
1998-99			
1999-00			
2000-01			

3. Does enrollment reflect improved student retention? Document by completing the table below.
- Yes
 - No, please explain:

Academic Year	Fall Enrollment By Major	Percent Returning Following Spring
1998-99		
1999-00		

4. What efforts are in place to improve retention?

Recommendations:

PROGRAM:
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III.3 MEASURE: GRADUATE EMPLOYMENT

III.3A STANDARD: Graduate follow up reflects the successful employment of graduates.

1. Describe the method used for monitoring the successful employment of graduates.

Provide documentation as evidence.

Recommendations:

III.4 MEASURE: CUSTOMER SATISFACTION

III.4a STANDARD: Programs measure and document employer satisfaction.

1. **Employer Survey:** Measurement of employer satisfaction is based on at least two (2) of the following:

- Advisory Committee documentation graduate performance
- Employer interviews
- Employer survey
- Focus Groups
- Visitation to employer sites/employers visit college sites
- Other, *please list:*

Summarize employer ratings based on measurements used by your program:

Provide documentation as evidence.

Recommendations:

III.4b STANDARD: Programs measure and document student satisfaction.

1. **Student Survey:** Measurement of student satisfaction is based on at least two (2) of the following:

- Graduate and Completer Survey (includes employment /placement rates)
- Focus Groups
- Nonreturner Survey
- Other, *please list:*

Summarize student ratings based on measurements used by your program (may include interviews with students).

Provide documentation as evidence.

Recommendations:

PROGRAM:
COLLEGE:

III.5 MEASURE: LICENSURE AND CERTIFICATION EXAM REPORTS
III.5a STANDARD: Pass rates for licensure and certification exams demonstrate satisfactory completion of program.

1. Does your program prepare students for an occupation requiring license or certification?
 Not applicable, skip to IV.8 Measure.
 Yes, complete item 2.
2. Indicate student performance on licensure or other standardized tests for last 4 years by completing the following chart. If your program is reporting on more than one licensure or test, please *use Form 4 and attach*.

	<u>SP 2000</u>	<u>SP 1999</u>	<u>SP 1998</u>	<u>SP 1997</u>
<i>Name of test:</i>				
<i>Number passing test</i>				
<i>Number taking test</i>				
<i>Percent passing</i>				

Please attach test pass data, including national and/or regional norms if available.

Recommendations:

PROGRAM:
COLLEGE:

IV. CRITICAL SUCCESS INDICATOR: PROGRAM RESOURCES

IV.1 MEASURE: FACULTY

IV.1a STANDARD: The number of full-time faculty is adequate to support the program. (NEASC 4.2)

1. Supply the following information for your program for the current semester:

No. Sections Taught by FT Faculty		No. Sections Taught by PT Faculty		Percent Sections Taught by FT Faculty	
Day	Evening	Day	Evening	Day	Evening

2. Are available full-time faculty adequate to support the program?

- Yes
- No, please explain:

3. Is there at least one full-time faculty member with primary teaching assignment in the program area?

- Yes
- No, please explain:

4. Is release time assigned and is it adequate for the program coordinator/department chair to administer the program?

- Yes
- No, please explain:

5. Is administrative support adequate for assisting the program coordinator/department chair? (e.g. clerical support, college-level and system-level administration support)

- Yes
- No, please explain:

6. What role do faculty play in academic advising?

Recommendations:

PROGRAM:
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IV.1b STANDARD: Faculty meet competency requirements for teaching in the program area. (NEASC 5.2)

1. Supply the information requested below for all full-time and part-time faculty teaching in your program in the current semester. *Use Form 1 and attach.*

Instructor Name	Status FT/PT	Highest Degree/Certificate	Other Qualifications/Work Experience	Courses Taught

2. Do all program faculty meet the requirements for teaching in the program area?

- Yes
 No, please explain:

Recommendations:

IV.1c STANDARD: Programs provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)

Full-time program faculty participate in professional development activities each year. (NEASC 5.12)

1. Did each full-time faculty member in your program participate in a professional development activity during the past year?

- Yes
 No, please explain:

Attach the most recently completed evidence of professional development activities for full-time program faculty.

2. Do part-time faculty in your program have access to ongoing professional development activities?

- Yes
 No, please explain:

3. Are adequate opportunities and resources made available for faculty's professional development needs?

- Yes
 No, please explain:

List professional development needs not satisfied in the last three years.

Recommendations:

PROGRAM:
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IV.2 MEASURE: BUDGET ADEQUACY
IV.2a STANDARD: Budget is adequate to support the program. (NEASC 4.2, 9.1)

1. Indicate program expenditures for the last fiscal year:

	1998-99
Capital	\$
Operating Expenses	\$
Budget to Goal Allocation	\$
Total Year Expenditures	\$

2. Indicate program budget for the prior and current year:

	1997-98	1998-99
Capital	\$	\$
Operating Budget	\$	\$
Budget to Goal Allocation	\$	\$
Total Year Budget	\$	\$

3. Is the program budget adequate to meet program needs?

- Yes
- No, *please explain:*

Recommendations:

PROGRAM:
COLLEGE:

V. CRITICAL SUCCESS INDICATOR: PROGRAM SUPPORT SERVICES

V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES

V.1a STANDARD: Students and faculty are provided convenient, effective access to library and other learning resources needed in their program. (NEASC 7.1, 7.2)

1. Indicate library resources that are needed to support students in your program and the current level of access to those resources:

	Student Level of Access		Faculty Level Of Access	
	Adequate	Inadequate	Adequate	Inadequate
<input type="checkbox"/> Electronic catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serials listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Closed reserve listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Remote access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interlibrary loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, please list:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.1b STANDARD: Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

	Student Level of Access		Faculty Level Of Access	
	Adequate	Inadequate	Adequate	Inadequate
Print Materials				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Print Materials				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Resources				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.1c STANDARD: The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

Adequate Inadequate

1. Library staff provides orientation and training.

NUMBER OF STUDENTS SERVED: _____

PROGRAM:
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V.2 MEASURE: INSTRUCTIONAL SUPPORT
V.2a STANDARD: Equipment and facilities meet business and industry standards and are adequate to support the program. (NEASC 8.1)

1. Is a dedicated lab required to support Instruction in the program?

- No, skip to item 2 below.
- Yes, describe type of lab and respond to items a)-e).

a) Are dedicated lab facilities adequate?

- Yes
- No, please explain:

b) Do labs meet current technology standards?

- Yes
- No, please explain:

c) What means does the program use to determine adequacy of dedicated lab facilities and standards to be met?

d) For labs utilizing hazardous materials, is there a safety process in place?

- Not applicable, please skip to item 2 below.
- Yes
- No, please explain:

e) Does the safety process follow appropriate regulations regarding hazardous materials for each of the following?

Disposal

- Yes
- No, please explain:

Handling

- Yes
- No, please explain:

Storage

- Yes
- No, please explain:

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2. Is specialized equipment utilized in the classroom to support instruction in the program?

- No, skip to Standard III.2b.
- Yes, describe specialized equipment and respond to items a)-d).

a) Is available specialized classroom equipment adequate and does it meet current technology standards?

- Yes
- No, please explain:

b) Describe any additional specialized equipment needs.

c) What means does the program use to determine whether equipment is up-to-date and whether it reflects equipment used in business and industry?

d) What year was specialized equipment last upgraded?

Recommendations:

PROGRAM:
COLLEGE:

V.2b STANDARD: Facilities and instructional support services are adequate and easily accessible for program faculty and students.

1. Do students and faculty in the discipline at your college have the facilities and instructional support services they need for effective learning?

	Adequate	Inadequate	Comment on Inadequacies
Audiovisual equipment	<input type="checkbox"/>	<input type="checkbox"/>	
Bookstores	<input type="checkbox"/>	<input type="checkbox"/>	
Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom supplies	<input type="checkbox"/>	<input type="checkbox"/>	
Duplicating services	<input type="checkbox"/>	<input type="checkbox"/>	
Group study areas	<input type="checkbox"/>	<input type="checkbox"/>	
Individual study areas	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Technology	<input type="checkbox"/>	<input type="checkbox"/>	
Learning assistance centers	<input type="checkbox"/>	<input type="checkbox"/>	
Library resources	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting space	<input type="checkbox"/>	<input type="checkbox"/>	
Multimedia equipment	<input type="checkbox"/>	<input type="checkbox"/>	
Office space	<input type="checkbox"/>	<input type="checkbox"/>	
Open access computers	<input type="checkbox"/>	<input type="checkbox"/>	
Parking	<input type="checkbox"/>	<input type="checkbox"/>	
Study areas	<input type="checkbox"/>	<input type="checkbox"/>	
Work space	<input type="checkbox"/>	<input type="checkbox"/>	
Other, <i>please list:</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

2. Do program faculty have adequate access to the computer hardware, software, and communication network necessary for instructional preparation?

- Yes
- No, *please explain:*

PROGRAM:
COLLEGE:

3. Do program faculty need access to open computer labs?

- No, *please skip to item 5.*
- Yes, *please respond to items a)-e):*

a) Describe the need for open access labs, including need to access e-mail and Internet.

b) What process is used to identify those needs and the required user access time?

c) How are these needs communicated to college administration?

d) What is the current status of open computer labs for program faculty users?

Available

Yes, *please give location:*

No, *please explain:*

Accessible

Yes, *please give location:*

No, *please explain:*

e) Where appropriate, is there adequate technical support for the above described services?

Yes, *please describe:*

No, *please explain:*

PROGRAM:
COLLEGE:

4. Do program students need access to open computer labs?

- No, please skip to III.3a Standard.
- Yes, please respond to items a)-b):

a) What is the current status of open access labs for student users:

Available

Yes, please give location:

No, please explain:

Accessible

Yes, please give location:

No, please explain:

b) Where appropriate, is there adequate technical support for the above described services?

Yes, please describe:

No, please explain:

Recommendations:

PROGRAM:
COLLEGE:

V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS

V.3a STANDARD: Information technology resources support programs at the appropriate levels.

1. Identify the information technology resources needed by faculty and staff in the academic discipline and rate the availability and adequacy of those resources at your college.

Resource Needed	Available	Not Available	Adequate	Inadequate
<input type="checkbox"/> Databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Distance Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E-mail Accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, please list:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any resource that is checked as needed but is not available or is inadequate.

2. Do program faculty have adequate access to information/educational technology training?

- Yes
- No, please explain:

3. Do faculty in the discipline at your college have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?

- Yes
- No, please explain:

4. Is the level of technical support adequate for the information technology resources used by your faculty and staff?

- Yes
- No, please explain:

Recommendations:

PROGRAM:
COLLEGE:

V.4 MEASURE: STUDENT DEVELOPMENT SERVICES
V.4a STANDARD: Student development services support student success. (NEASC 6.1)

For each of the following services, indicate the level of satisfaction provided to students in your program:

Student Development Services

Services	Level of Satisfaction				
	1. Excellent	2. Good	3. Fair	4. Poor	5. Unacceptable
Career Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing/Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.5 MEASURE: ADVISORY COMMITTEE
V.5a STANDARD: Program Advisory Committee membership reflects diversity of occupational field.
V.5b STANDARD: Program Advisory Committee meets at least once a year; maintains written minutes in appropriate format reflecting industry involvement; advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

1. Do the advisory committee members reflect the occupational field.

- Yes
- No, please explain:

Use Form 2 to provide an up-to-date committee profile (do not include names) and attach.

2. List the dates of the Advisory Committee meetings held in the last year. **Attach the minutes.**
3. Explain how the advisory committee participates in curriculum review.
4. Explain how the advisory committee provides valuable input and performs helpful services, to include participation in each of the following: establishing technology needed for program instruction; marketing of program in community; the professional development of faculty.
5. Cite some of the ways in which the committee has made an impact on the program and/or decisions related to it.

Recommendations:

PROGRAM:
COLLEGE:

Program Review
LIST OF EVIDENCE PROVIDED

(Item retained as evidence in the Office of the Program Coordinator/Department Chair)

Check items are provided as evidence to support the completed Discipline Review packet.

	Reference	Item
<input type="checkbox"/>	Std. I.1c	Corroborative Information to Support Program Need (to include needs assessment, employment outlook information, etc.)
<input type="checkbox"/>	Std. III.1a	Current College Catalog (program degree plan)
<input type="checkbox"/>	Std. III.4a	Document of Employer/Transfer satisfaction Surveys
<input type="checkbox"/>	Std. III.4b	Document of Student Satisfaction Surveys
<input type="checkbox"/>	Std. II.2a	Current Class Schedule for Program Courses
<input type="checkbox"/>	Std. II.5a	Course Outlines
<input type="checkbox"/>	Std. II.4b	Document(s) of Affiliations with Business/Industry
<input type="checkbox"/>	Std. III.3a	Document of Graduate Satisfaction Survey

PROGRAM:
COLLEGE:

Program Review
LIST OF ATTACHMENTS

Check attachments that are included with completed Discipline Review packet.

	Reference	Attachment Item
<input type="checkbox"/>	Std. I.2a	Accreditation Certificate/Letter from Agency Identifying Status
<input type="checkbox"/>	Std. I.2a	Published Accreditation Information
<input type="checkbox"/>	Std. IV.1b	Faculty Roster (Form 1)
<input type="checkbox"/>	Std. IV.1c	"Additional Responsibilities Report" for full-time Program Faculty
<input type="checkbox"/>	Std. V.5a	Advisory Committee Profile (Form 2)
<input type="checkbox"/>	Std. V.5b	Advisory Committee Minutes
<input type="checkbox"/>	Std. III.5a	Licensure/Test Pass Data (Form 3)
<input type="checkbox"/>	Std. II.1b	Program Information Packet
<input type="checkbox"/>	Std. II.2a	Published Degree Requirements
<input type="checkbox"/>	Std. II.3c	Program Competency Profile

PROGRAM:
COLLEGE:

Program Review
Form 1.
FACULTY ROSTER
(Use current semester listing)

Instructor's Name	Status FT/PT	Highest Degree/ Certificate	Other Qualifications Work Experience	Courses Taught
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PROGRAM:
COLLEGE:

Program Review
Form 2.
PROGRAM ADVISORY COMMITTEE PROFILE

Demonstrate the diversity of your program advisory committee by supplying the number of representatives for each category listed in the following table.

Total Number Advisory Committee Members =

Committee Diversity	Number Represented
<i>Gender</i>	
Male	
Female	
<i>Ethnicity</i>	
White	
African American	
Hispanic	
Asian/Pacific Islander	
Native American	
Nonresident Alien	
<i>Size of Business</i>	
Large Business	
Small Business	

PROGRAM:
COLLEGE:

**Program Review
Form 3**

STUDENT PERFORMANCE ON LICENSURE OR OTHER STANDARDIZED TESTS

This form may be used to report student performance when a program has more than one licensure or standardized test. Complete a separate chart for each.

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				
