OFFICE FOR ACADEMIC ASSESSMENT AND PROGRAM REVIEW

Procedures for Review of Degree and Certificate Programs
(SUNY Review of the Major)

Revised May 2016
PROCEDURES FOR REVIEW OF DEGREE AND CERTIFICATE PROGRAMS

Program Review across the college curriculum is an essential assessment process that contributes to maintaining a high level of institutional effectiveness. SUNY requires periodic review of all state-approved degree and certificate programs. The SUNY process is based on a five-year cohort cycle and a one-year review timeline.

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1. Review Year Timeline – Programs under review are required to adhere to the following Timeline:

   August 15 -September 15 Department Chair and Academic Area Dean notified of program review(s) in the upcoming year, and necessary program documents provided by OAPR to Chair and Dean to facilitate development of the Program Self-Study Report(s).

   August 15 – November 15 Chair and Dean work with OAPR to identify potential external reviewers.

   September 30 – October 30 Individual program pre-review informational meetings scheduled by OAPR.

   November 15 Reviewers and site visit dates finalized by OAPR, with Chair, Dean and External Reviewers notified accordingly.

   February 15 – May 1 Program Self Study Report due to OAPR and to the appropriate Dean – 30 Days prior to date of scheduled site visit by External Reviewers.

   March 1 – May 15 Area Dean’s Response to program Self Study Report(s) due to Chair and to OAPR – 15 days prior to date of scheduled site visit by External Reviewers.

   March 1 – June 10 All review year site visits implemented as scheduled.

   October 15 Program post-review Action Plan(s) developed by Chair with guidance from the Area Dean, using form attached to program/department workspace. The Dean will review Action Plan implementation annually until next program review.

   5 Years Post-Review Subsequent program review

2. Required Components of a Program Review*

   a. **Self Study Report**, which includes a thoughtful, detailed overview of the program based on a set of Global Perspective items that provide the organizing structure of the Self Study Report.
In addition, the report includes in-depth discussion that addresses specific questions arising from the current Self-Study process as well as from the program’s previous Self Study Reports, Area Dean’s Responses and Reviewers’ Final Reports. Discussion of the implementation of previous Action Plans should be included throughout the report. The Self Study Report is focused on the degree and/or certificate programs under review, not on the department as a whole or on other department-based programs. (The Self Study is completed by the Department Chair, with assistance from program faculty and guidance of the Area Dean.)

b. **Site Visit** and program evaluation by at least 2 qualified external reviewers, which must be attended by the Department Chair, the Area Dean and program faculty. The site visit is a full-day process, lasting approximately 6 hours or more. The day is broken down into several parts:
   i. Morning self-study overview and preliminary discussion (Chair, Area Dean, & subset of Program Faculty must be present.)
   ii. Meetings in the department between external reviewers and
      1. Program students and graduates, without the Chair or faculty present. Be advised that students who meet with the External reviewers should be of varying degrees of ability and achievement - not just the “top of the class.”
      2. Program faculty, without the Chair present.
      3. Members of program Advisory Boards and/or employers of program graduates.
      4. Access to inspect the following:
         - Department facilities that support the program
         - Textbook displays
         - Student projects as applicable
         - Student learning assessment plans and results
         - Other representative materials related to the program
   iii. Working Lunch at OAPR (Chair, Area Dean, & subset of Program Faculty must be present.)
   iv. Afternoon discussion and wrap-up session (Chair, Area Dean, & subset of Program Faculty must be present.)
   v. Exit meeting with AVP (Chair, Area Dean, & Program Faculty not present.)
   vi. Reviewers Final Report consultation meeting

c. **Action Plan**, which is the program’s plan for the implementation of self-recommendations and recommendations of the External Reviewers, Area Dean, and the AVP of OAPR, arising from the site visit. The program’s post-review Action Plan is developed by the Department Chair with guidance from the Area Dean, using form attached to program/department workspace. To ensure continuous quality improvement, the Dean will review the Action Plan implementation annually until next the program review.

*NOTE:* Any program that is externally accredited and is reviewed regularly by an outside accrediting agency is not required to participate in the SUNY Program Review process. However, following external accreditation reviews programs in this category MUST submit to the Office of Assessment and Program Review (OAPR): (1) a copy of the accrediting agency’s response report, indicating a re-accreditation time frame, and (2) a copy of the accrediting agency’s letter affirming the program’s accredited status. It is important that these be submitted to OAPR in a timely fashion.

1 Various subsets of Program Faculty may attend meetings throughout the day, depending on teaching schedules, but one or more faculty should be present at each meeting.
Please be sure to:

- Follow the format as prescribed.
- Answer each question and provide appropriate documentation as requested.
- Include all required components in your self-study report.

Part 1: Global Perspective. In the Self Study Report, please respond to the following before examining program data.

- What are the learning goals of the program? How are these program-level goals communicated to students? How are they aligned with the College Mission Statement, institutional goals and course-level learning goals?
- What are the measurable or observable program-level outcomes that would indicate how well the program is meeting its goals for student achievement and success? Please include the assessment plan and findings (as identified in assessment workspaces).
- What are the strengths of the program in terms of meeting its goals? (For example, do faculty members meet regularly to discuss student achievement and success goals and outcomes data?)
- What might be considered the current challenges to be met in order to strengthen, expand or enhance the program and enable it to better achieve its goals?
- Aside from a larger budget and/or additional faculty lines, how might the college support the program’s efforts to meet its learning goals for students?
- What are the emerging trends in this program/discipline? (For example, regional job forecasts, technological advances that may require curriculum changes, and/or cultural shifts which may change perceptions of the program/field.) What other institutions have similar programs that may be competitors for enrollment, or partners in articulation agreements for transfer?
- What improvements, enhancements or impediments related to program success have occurred since your last review? Examining your Action Plan, which recommendations from previous reviews have been implemented successfully? Which have not been implemented successfully and why?

Part 2: Program Review Self Study Report – Required Questions. The self-study process is an opportunity for the Chair and faculty to reflect on all aspects of the program and to complete a thorough and meaningful self-assessment. The Area Dean will provide guidance to assure that the process will achieve maximum benefit for the program in terms of meaningful self-assessment. Please respond to all of the following questions thoughtfully and in as much detail as possible. As you consider each set of questions, think about how your responses demonstrate congruence with (1) the mission, learning goals, and other goals of the program; (2) the College Mission and Goals; and (3) General Education learning goals; and (4) Institutional Learning Outcomes.

PLEASE NOTE: Neither the self-study process nor the report narrative is meant to be limited by these questions, and you are encouraged to add to the Self Study Report additional discussion of any issues important to the program.

I. PROGRAM SUCCESS INDICATORS

A. Curriculum

1. When was the last time the program curriculum was modified? What changes, if any, were made and why or why not? Please provide for Reviewers samples of course syllabi and course outlines on file in the department.
2. How do course learning outcomes map to the learning outcomes of the program? Include hard copy printouts of curriculum maps and assessment workspaces to illustrate your discussion of these alignments.

3. Please list and briefly describe the knowledge- and skills-related competencies expected of students in order to successfully complete the program.

B. Recruitment

1. In addition to the efforts of the College’s Admissions office, describe how program faculty recruit students for the program, e.g., high school visits, advertisements, etc. What specific factors help the program to identify target recruitment markets?

2. What other regional institutions offer comparable or similar programs? How might prospective students be encouraged to enter the NCC program rather than a similar one at another regional institution? In other words, what are the unique qualities of the program that will appeal to prospective students?

C. Enrollment

1. Describe how program enrollment has changed over the last five (5) years. Consider enrollment numbers over time (overall and by semester), as well as factor-specific distributions (socioeconomics, gender, race, ethnicity, disability, ESL, etc.)
   - Which factors appear to have resulted in the most significant changes and/or challenges to the program?
   - What specific actions have been taken by the program to address enrollment changes and the effects of these?

2. Does it appear that over time the program itself (not the College) is attracting students significantly less prepared for college level work? If yes, please interpret this enrollment trend and discuss how this trend has influenced the program curriculum, including the content of program courses and offerings, if at all.

D. Student Preparation/Profile

1. If your program does not impose restrictions regarding completion of developmental coursework prior to program enrollment, please identify the specific developmental courses that are most often being taken by program-enrolled students. Have there been noticeable and/or documented patterns or trends in the developmental needs and/or performance of program-enrolled students over the past five (5) years? If so, please describe these, and discuss how the program attempts to better serve students with skills challenges.

2. Examine the student demographics of your program (i.e. age, gender, ethnicity, etc.). Describe how these might influence student preparation and success, if at all. Discuss how these demographics may have required program modifications to better serve students’ needs.

E. Advisement

1. Describe the program-based advisement process that guides students through the program.

2. How does the program track “majors” (e.g., course grades, GPA’s, placement, etc.)? What methods are used to acquire tracking data and is the program satisfied with the data available?
3. What training is in place to ensure that program faculty is able to provide students with appropriate and effective advisement?

F. Retention/Completion
1. What serious impediments exist that might affect students’ timely progress towards a degree? Describe common program-enrolled student dropout and/or stop out points and factors that may account for these. What strategies has the program employed to enhance student retention in and completion of this program?

2. How does the program embed any special help in program-specific courses for students who are also taking developmental courses or for non-developmental students who are having difficulty in program-specific courses?

3. Please describe systematic program follow-up, if any, which is used to (a) identify the factors which affect student retention in the program, and (b) recapture non-retained students. If the program is not currently employing such follow-up, suggest practical follow-up methods you might include in your five-year action plan.

4. How and at what points is student satisfaction with the program experience measured?

G. Transfer and Employment
1. Program Completion:
   - On average, how long does it take for students to complete the program? Do most completers apply for graduation/the credential?
   - How are program students made aware of the jobs they will be prepared for upon completing the program?
   - Do graduates generally immediately obtain jobs for which the program has prepared them?
   - Are program graduates who transfer to four-year schools qualified to obtain jobs related to their field of study in your program, to supplement their income while they are completing a four-year program?

2. Internships:
   - Does your program require completion of a summer, full-semester, full-year or other internship (paid or unpaid)?
   - Does your program include experiential and applied learning opportunities other than internships?
   - If there is an internship experience, do program students receive separate college credit for internships (i.e., is the internship a separate course) or are internship experiences imbedded in requirements for a specific course or courses in the program?
   - If your program currently does not include internships or other experiential and applied learning, would the curriculum be enhanced by this addition? Why or why not?

3. Employment Information:
   - What kinds of employment information does the program routinely collect about program graduates? If so, how is this information obtained?
   - How, if at all, does the program follow up on graduates’ successful employment over time?
• How is graduate employment information used in program and curriculum planning?

4. Transfer Information:
• What specific articulation agreements are in place at the College that your program graduates are able to use?
• How does the program make students aware of possible transfer opportunities?
• What kinds of transfer information does the program routinely collect about its graduates? How is this information obtained?
• How does the program try to follow up in the long term on student transfers?
• How is transfer information used in program planning?

H. Program Five-Year Action Plan
• Discuss the implementation and success of the program’s previous Five-Year Action Plan. Please include a copy of the previous Five-Year Action Plan and any documentation related to its implementation.

II. STUDENT PERFORMANCE INDICATORS

A. Measures of Success
1. What is (are) identified by the program as the most meaningful indicator(s) of individual program student success (i.e., GPA, transfer, licensure, employment? Discuss how and why program performance indicators have or have not been consistent over the last five (5) years and how this has affected the program.

2. In what ways do program performance indicators, including student academic performance, foster department/program discussion about program planning, revision, and support?

3. How are results of assessments at the course, department, and program levels used to identify program strengths and challenges? How are the results of assessments used to develop appropriate program modifications where necessary and document improvements over time?

III. FACULTY

A. Faculty Qualifications
1. Please attach copies of current CV’s or resumes for faculty teaching in the program.* Do training and experience of current program faculty meet current as well as anticipated program needs? Based on anticipated program and curricular needs, what additional or enhanced faculty training and experience might be required in the future? How will the program ensure that its faculty continues to have the necessary expertise and that faculty is well-matched to courses taught? *IMPORTANT NOTE: Neither external reviewers nor OAPR personnel are permitted access to NCC personnel files in Human Resources, therefore program faculty are requested to directly provide current CV’s for use by reviewers as part of the Self Study Report.

2. In terms of trending enrollment numbers, does the program anticipate a need to hire additional faculty in the future? Has the number of adjunct faculty teaching in the program increased in the past five (5) years? Aside from College budget considerations, what factors are determinants for requesting new full-time hires and/or adjuncts?
3. Discuss the diversity of the program faculty in terms of race, ethnicity, gender, socioeconomic background, and disability. Describe how faculty diversity does or might enhance learning experiences as students progress through the program.

4. How do the Department Chair, program faculty and, if one has been identified, the program Coordinator/Director, work together to ensure the program functions effectively?

B. Quality of Instruction

1. What professional development initiatives has the program planned for and/or implemented in the past five (5) years for full-time and/or adjunct faculty? How is the quality of instruction continuously assured so that program learning goals are met?

2. Describe faculty development activities and individual professional activities that contribute to the overall enhancement of the program. Specifically list relevant
   (a) conferences and seminars attended by program faculty;
   (b) awards and certifications received by program faculty; and
   (c) faculty achievements related to invited presentations and juried publications.

3. Describe how adjunct instruction affects the quality of the program, if at all, specifically as regards meeting program learning goals. Describe program efforts to include adjunct faculty in
   (a) the planning and implementation of student learning outcomes assessments; and
   (b) professional development activities.

IV. FACILITIES/RESOURCES

A. Status

1. Describe the current state of program facilities and resources. What additional or improved resources are critical to the future maintenance and improvement of the program? (Include overall facilities improvements). Provide a detailed list of critically needed resources, in priority order, and discuss the need for each within the context of program goals and student learning outcomes as previously described.

B. Budget

1. Within the context of program learning and other goals and outcomes, in what ways, if at all, do budgetary considerations affect program success? Over the last five (5) years has the program been satisfied that needs are being met with respect to budget requests and subsequent allocations? Please explain why or why not.

C. Grants

1. Has the program previously received or is it currently receiving funding from external sources? If so, how was/is the funding used to enhance specific program learning goals and student outcomes?

2. If attempts to obtain external grants have been unsuccessful: (1) Have prepared proposals actually been completed and submitted on time? (2) Have unsuccessful proposals been revised and/or resubmitted as appropriate or permitted by the funder? (3) Have faculty sought and received assistance in grants preparation to increase the likelihood of success? (4) Has available assistance with grant-writing enhanced funding success and/or increased the number of proposals submitted? Please discuss these questions in detail.
HAVE YOU INCLUDED THE FOLLOWING REQUIRED DOCUMENTS IN YOUR SELF-STUDY?

- Course syllabi and course outlines
- Program faculty current CV’s/resumes
- Student work samples – projects, papers, etc. Please include assessment tools.
- Relevant printouts of assessment workspaces
- Copy of the previous Five-Year Action Plan (either old version or pdf of online workspace version)

V. NEED FOR PROGRAM AND PROGRAM COST-EFFECTIVENESS

A. Need

1. Does the program address a verifiable regional (i.e., Long Island, greater metropolitan area, New York State, New Jersey, Pennsylvania, and Connecticut) educational and/or training need for current and future students and employees of local businesses? Does the program address a verifiable national need for workers in related fields?

2. On what do you base your conclusions regarding the need for the program, and is the demand for the program changing or expected to change in any way?

B. Cost-Effectiveness

1. What portion of the total department budget would you estimate goes to support the program?

2. What would you estimate is the total annual cost, including faculty and staff, of offering the program? Based on this figure and statistics provided in the datapak, discuss the per student program cost from entry to graduation and how effectively department resources are used in the program.

3. Within the context of its contribution to advancing the college Mission, discuss the cost-effectiveness of the program. Include ideas for ways that program cost-effectiveness might be improved.

8. Action Plan Guidelines: Based on the outcomes of the Program Review process, the Department Chair and program faculty is expected to work with the Area Dean to develop a 5-year Action Plan to ensure continuous quality improvement of the program. The Action Plan is the program’s plan for the implementation of self-recommendations and recommendations of the Area Dean, External Reviewers and the Office for Academic Assessment and Program Review arising from the site visit.

The Action Plan form is to be completed online in the program’s assessment workspace. Use recommendations arising from the Program Review process, along with results of program assessments, to identify components of the Action Plan. Supplementary documents may be included to clarify the plan.

In preparation for an annual evaluation of the Action Plan implementation, be sure to set target dates for semi-annual assessment of key elements of the Action Plan. Celebrate small successes as much as big ones!
Chair Guidelines for External Reviewers’ Department Visit*

Essential components of the site visit include activities that take place in the department between External Reviewers, program students and graduates, program faculty, and members of the program’s Advisory Board and/or employers of program graduates. According to reviewers, other components are also important. The following reflects the recommendations of previous External Reviewers regarding components they deem necessary to complete the most meaningful and comprehensive review of an academic program.

- Tour campus and program facilities to get a sense of the appropriateness and adequacy of the learning environment, including technology.

- Meet with current program students and graduates, without the Chair or faculty present, to explore student satisfaction with the program and to elicit suggestions for program improvements. (The students invited to these meetings should ideally represent a range of program performance levels.)

- Meet with program faculty, without the Chair present, to discuss matters of faculty concern regarding teaching in the program.

- When appropriate to the program, meet with members of the program’s Advisory Board and local employers of program graduates, to discuss how the program prepares students for employment and/or career.

- Access to textbooks and other instructional materials used by program faculty to support student learning.

- Access to samples of student work demonstrating learning outcomes and assessments, for example, student research papers, projects, essays, etc.

- Evidence of student learning assessment plans and results that demonstrate how these are used by faculty to (1) evaluate student performance that translates to successful completion of the program and (2) implement modifications to ensure continuous program improvement.

*PLEASE NOTE: Using these guidelines, Department Chairs should plan well in advance to ensure that all components are in place for the site visit. For example, invitations to current students and graduates, to Advisory Board members, or to local employers will need to be issued well ahead of the date of the site visit.
APPENDIX B

MISSION OF THE COLLEGE

Nassau Community College, a constituent member of the State University of New York system, is a comprehensive, full-opportunity institution of higher education. All who can benefit from its resources have the opportunity to expand their knowledge and skills and to pursue the goal of lifelong learning. The College is dedicated to high quality, low-cost education and career preparation to meet the needs and interests of the community it serves. It is committed to academic excellence and the dignity and worth of the individual. To this end, Nassau Community College offers Associate in Arts, Associate in Science, and Associate in Applied Science degrees, certificates and continuing education programs. Its curricula span the liberal arts and sciences, pre-professional and professional areas for the benefit of a diverse population. The College places a high priority on small classes, taught by qualified, experienced faculty, to provide an optimal educational environment.

In fulfillment of this Mission, Nassau Community College affirms these goals:

- To maintain an open admissions policy that ensures the availability of educational programs for traditional and non-traditional students
- To create educational programs that respond to and satisfy diverse community needs
- To provide general education that teaches students to think critically and analytically about a body of knowledge conducive to lifelong learning
- To maintain developmental programs which upgrade student skills for success in college level courses, and to provide special courses of study that enhance general education
- To provide the support services necessary for students to realize their maximum potential
- To create a wide variety of activities and cultural programs to enrich student and community life
- To create a multicultural environment which fosters the synthesis of knowledge, aesthetic appreciation, and commitment to ethical and social values
- To encourage faculty development with programs that promote scholarship and creativity, and to encourage the adoption of innovative teaching methods and technology to enhance student learning
- To support and strengthen academic programs which best prepare students for transfer to senior institutions, and to provide career programs to prepare students for regional and global employment opportunities
- To provide administrative leadership which assures educational quality, furnishes adequate student support services, maintains effective budgeting and facilities management, and stimulates thoughtful planning for the future of the College
- To enhance the economic and cultural vitality of the County by promoting an educational environment which responds to the changing needs of the communities we serve
APPENDIX C

EXTERNAL PROGRAM REVIEW TEAM ACTIVITIES AND RESPONSIBILITIES

The External Review Team adds an objective “outsider” perspective to the Program Review Process in order to strengthen the program’s value to students, the College, and the surrounding community, including transfer institutions.

I. **Review of Materials**

Prior to the on-site visit, the following documents will be provided to External Reviewers digitally via email, or through provision of a digital link:

- **Nassau Community College Catalog** – Link will be provided. (**The Catalog includes program degree requirements and course descriptions.)
- **Procedures for Review of Degree and Certificate Programs** – Electronic document will be provided. (**Includes College Mission and Goals as Appendix B.)
- **Program degree requirements** – Electronic document will be provided.
- **Program datapak(s)** – Data specific to the program will be provided in an electronic document.
- **Program Self Study Report** – Electronic document will be provided.
- **Online Assessment Workspaces (pdf’s)** – Assessment planning and results information will be provided in an electronic document.
- **Area Dean’s Report** – Electronic document will be provided.
- **External Reviewers’ Final Report guidelines** (**Included in Procedures for Review of Degree and Certificate Programs.)
- **Program Review Site Visit Schedule** – Electronic document will be provided.
- **Information for External Reviewers** – Electronic (or hard-copy) documents will be provided. (**Includes information about reviewer contract requirements and honoraria and procedures for payment; travel information, directions, and campus parking information/passes.)

II. **Site Visit**

The External Program Review Team will participate in the following activities with representatives of the administration, the program faculty and program students during the one-day visit.

- **Administrative Overview Meeting** – Preview Program Review policies and procedures and answer questions from Review Team about the process. Review highlights from program self-study and Dean’s response and discuss reviewers’ questions. Process reviewers’ requests, if any, for additional documents.
- **Tour of Campus and Program Facilities** – Department Chair and faculty provide reviewers with a tour of the campus and program facilities, as appropriate.
- **Meetings with Program Faculty** – Reviewer meetings with program faculty that do not include the Chair.
- **Meetings with Students** – Reviewer meetings with current program students and graduates (alumni) to discuss their satisfaction with the program and suggestions for program improvement.
- **Meetings with Advisory Board members and Employers** – Reviewer meetings with members of the program’s Advisory Board, if one exists, and with employers of program graduates.
- **Working Lunch** – The College provides lunch, during which the Reviewers, Chair, Faculty, Area Dean and Assistant Vice President continue discussions and respond to reviewers’ questions.
- **Discussion/Wrap-Up Session** – Continuation of lunch discussion of reviewers’ questions and discuss preliminary reviewer comments and suggestions.
- **Reviewers Exit Meeting** – Reviewers meet privately with the Assistant Vice President.
- **Reviewers Consultation Meeting** – Reviewers confer together privately about the Final Report before departing the campus.
III. **External Program Review Team Final Report**

Within two (2) weeks of completing the site visit, the External Program Review Team will submit to the Office for Academic Assessment and Program Review a Final Report which follows the attached guidelines and summarizes findings of the review. The Reviewer designated as primary (first) author prior to the review is responsible for the actual written report. The Reviewer designated as contributing (second) author is responsible for providing the primary author with any and all pertinent information about the site visit that might impact on the review. (Be sure to include the date of the site visit, the names and titles of the evaluators, the program title and the names of faculty and administrators who participated. A cover page template is provided below.)

**External Program Review Team Final Report Guidelines.** Using information gained from the Program Self-Study Report and the Area Dean’s report, the site visit meetings and discussions, the program data provided, and any additional relevant data or information, the reviewers’ Final Report should respond to the following questions in an extended narrative form.

PLEASE NOTE: The Reviewers’ Final Report is not limited to responding to these questions, and reviewers are strongly urged to add additional discussion of relevant issues and concerns, especially as related to the topical framework of the Self-Study Report, an outline for which is included in this document.

1. Are the learning goals and outcomes of the program clear? Does the information presented indicate accomplishment of these goals, and how success is addressed?
2. Is the regional competition for the program identified and is there evidence of demand for the program at Nassau Community College, (within the communities served)?
3. How does the program further the College Mission and Goals?
4. How does the program use results and recommendations from the course- and program-level assessment process to improve the curriculum?
5. How has the program addressed the lack of student preparedness for College-level courses? If initiatives have been implemented, have these initiatives produced demonstrable results?
6. How does the program communicate with graduates’ potential and current employers? Is there evidence that graduates are meeting local employers’ needs?
7. Are current articulation and transfer agreements in place and are they effective? How does the program communicate with institutions to which its students transfer?
8. How do the responses provided by the program address the data presented?
9. What are the major strengths of the program? What are the major challenges of the program?
10. Provide a list of general and specific recommendations for program improvement, especially highlighting how these would positively impact program-level learning goals and other student outcomes, such as completion and employment.
11. Rate the program using the Program Criteria listed below.

We provide the following headings to help you organize the Final Report but the report is not limited to these content areas.

- PROGRAM GOALS AND OBJECTIVES / FURTHERANCE OF COLLEGE MISSION
- DEMAND FOR THE PROGRAM / ENROLLMENT PATTERNS
- PROGRAM FACILITIES AND RESOURCES
- USE OF ASSESSMENT PROCESS TO IMPROVE STUDENT OUTCOMES
- STUDENT PREPAREDNESS / RETENTION / COMPLETION
- COMMUNICATION WITH ADVISORY BOARDS AND EMPLOYERS OF GRADUATES
- ARTICULATION AND TRANSFER
- REFLECTION OF DATA IN THE SELF-STUDY (DATAPAK PROVIDED)
- PROGRAM STRENGTHS / CHALLENGES / NEED FOR SUBSTANTIVE CHANGES
PROGRAM NAME AND CREDENTIAL LEVEL

LEAD REVIEWER NAME AND TITLE
LEAD REVIEWER INSTITUTIONAL OR OTHER AFFILIATION

SECOND REVIEWER NAME AND TITLE
SECOND REVIEWER INSTITUTIONAL OR OTHER AFFILIATION

DATE OF THE REVIEW
Program Ratings Criteria*

REVIEWERS: Please use the following criteria to provide an overall rating of the program or programs in each category. (If the review included more than one degree or certificate program, please rate each one separately in each category.) Each of the following indicator categories constitutes a discrete component in the evaluation of the program.

1. NEED FOR THE PROGRAM:
   - **HIGH:** Central to the mission of the College. High student demand, high or moderate present and future workforce demand in terms of jobs or needs of the community. Closely aligned with the college mission. Has unique or substantial advantage over competing programs in the region.
   - **MEDIUM:** Fits within the mission of the College, but may not be central to it. Moderate student demand and at least moderate present and future workforce demand in terms of jobs or needs of society. Has some advantage over competing programs in the region.
   - **LOW:** Fits minimally within the mission of the College. Little student demand. Little present or future workforce demand in terms of jobs or needs of society. Little or no advantage competing programs in the region.

2. QUALITY OF PROGRAM:
   - **HIGH:** Curriculum exemplifies the best standards of the discipline. Effective and/or innovative pedagogy and effective advisement. Student learning outcomes defined and measured. Students and graduates have attained high level of achievement. Highly qualified and productive faculty in terms of scholarship and college and community service. Resources such as facilities and library holdings are sufficient to support a high quality program.
   - **MEDIUM:** Sound curriculum by the standards of the discipline. Adequate pedagogy and advisement. Student learning outcomes defined, but not measured. Students and graduates have attained adequate level of achievement. Qualified faculty with moderate levels of productivity in terms of scholarship and college service. Resources are sufficient to support an adequate program.
   - **LOW:** Curriculum is weak by the discipline’s standards. Little or no evidence of effective pedagogy or advisement. Student learning outcomes not defined. Students and graduates have not attained adequate level of achievement. Qualified faculty but little productivity in terms of scholarship and college and community service. Resources are not sufficient to support an adequate program.

3. COST-EFFECTIVENESS OF PROGRAM:
   - **HIGH:** Substantial number of program graduates. Low cost per student credit hour, few special costs. Special or unique benefits accrue to the college because of program.
   - **MEDIUM:** Moderate number of program graduates, or moderate cost per student credit hour, some special costs. Some benefit accrues to the college because of the program.
   - **LOW:** Few program graduates. High cost per student credit hour. May have significant special costs. Few benefits accrue to the college.

*Adapted from compendium of Program Reviews*