Clinton Community College

Program Review Guide

Updated by Assessment Committee
March 2022

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Introduction

Clinton Community College (CCC) is dedicated to implementing a uniform and comprehensive assessment process that uses continuous and formal evaluation to further its institutional outcomes. The following guide is to be used to model ongoing program assessment and periodic review. It is intended to be adaptable for each program or office.

The program review process is consistent with the College mission "to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth" by providing for ongoing, comprehensive program review. Throughout the process, program review writers will:

- Conduct and use the results of systematic assessment

- Evaluate effectiveness of programs through student outcomes and perceptions

- Ensure programs' part in overall institutional effectiveness by providing comprehensive review of curriculum, instruction, and services offered

Program review is a formal cyclic process in which each certificate and degree program is objectively reviewed in accordance with the CCC Five-Year Cycle for Program Review (see Appendix A). The College bases its thorough assessment processes on the Middle States Commission on Higher Education 13th edition of the Standards for Accreditation and Requirements of Affiliation. Every year, college programs conduct a variety of assessment activities, including:

- Student evaluations of teaching

- Faculty and student satisfaction surveys of academic and student services

- Course and curriculum updates

- Community advisory board-sponsored or college-wide surveys

Every five years, college programs undergo a formal review process, including:

- A written self-study report which includes progress made towards recommendations by the previous program review self-study and the external review team

- A visit from the external review team and a written report submitted by the external review team chair

Program Review Process

1. Data Collection

   All programs are subject to continuous evaluation and development by faculty. Ideally, their plans and data collection are in place at least two years prior to program review. Ongoing assessment may include the following:

   - Faculty/course evaluations (department)

- Student opinion surveys (Office of Institutional Research and Planning-IR)

- Faculty/staff resumes (department)

- Professional development activities (department)

- Progress reports from years since last review (department)

- Updated curriculum/degree requirements (department)

- Updated program goals and outcomes (department)

- Program viability (advisory committee if applicable)

- Comparisons with programs at other schools (department/reviewer)

- Transfer student information (IR- for transfer degree programs only)

- Employer/intern site surveys (department)

2. <u>Self-Study Process</u>

During the initial phase of the self-study, the program review writer will work closely with the department or department chair, the program faculty/staff, and the Vice President for Academic Affairs (VPAA) and IR to:

- Determine program review writer (VPAA, program faculty)

- Assign load reduction/remuneration (VPAA)

The program review writer will:

- Attend orientation meeting with the Assessment Committee

- Read last program review, any former progress reports, and other recently approved program reviews

- Facilitate regular conversation with program faculty throughout the writing process by gathering feedback and input, determining supported recommendations, and sharing of revisions to the draft program review ([see Academic Program Review Timeline](#))

- Prepare final draft for department review ([see Academic Program Review Timeline](#))

- Submit draft, after department approval, to assigned Assessment Committee readers for feedback prior to sending the self-study to the external review team

3. <u>Internal Review</u>

The program review writer allows for internal peer review as follows:

- Self-study draft is first reviewed and approved by department.

- Self-study draft is then reviewed by the Assessment Committee's assigned readers and the VPAA.

- Self-study draft is then reviewed by the VPAA.

- Self-study final draft is approved by the VPAA.

4. External Review

The self-study is peer reviewed by an external panel of professionals in the field. Ideally this includes three people, one from the College and two professionals in the same discipline or working in a related field. The program review writer will:

- Select a review team and provides this information to the Assessment Committee and the VPAA. (see Selection of the External Review Team Members)

- Plan for external review team visit (see last section of this guide for further detail) and sends a letter of invitation (see Appendix B) and the self-study document

- Schedule external program review team visit

5. Compilation of Program Review

The results of the formal review evaluation process become a tool for the program and the College to use in improving instruction and services to students, as well as in directing appropriate resources. The self-study and the subsequent external review team report constitute a completed program review. The program review writer will:

- Combine self-study with external review team report into one electronic document. If unable to do this digitally, IR can combine these two files
- Provide this combined file to the VPAA, Assessment Committee Chair, and IR

The Assessment Committee Chair will:
- Post the document to Information Repository> Assessment Committee> Program Reviews

Academic Program Review Timeline

Year Prior to Assessment

February	VPAA informs Vice President of Administration and Finance (VPAF) of budgetary requirements for coming year's reviews.
	Departments/program faculty determine program review writers.
	VPAA approves program review writers.
	VPAA notifies review writers.
February-April	Writers review previous reviews and/or progress reports.
April	Writers attend the Assessment Committee's Orientation, which takes place during a regularly scheduled Faculty Council Assessment Committee meeting.
May	Writers meet with IR to discuss research available to substantiate review and develop action plan for document.

June	Writers receive data and College Overview from IR.

Assessment Year

September-November	Writers research and write draft.
	Writers should have regular contact with IR during writing of document.
October	Writers contact potential external members of the external review team for availability.
	Discuss candidates for the external review team with department(s) and VPAA.
	Writers facilitate discussion with program faculty seeking feedback and input.
November (due by Nov 30)	Writers facilitate discussion with program faculty seeking feedback and input on revisions to program review drafts.
December (by the end of semester)	Writers complete final draft.
	Writers submit draft to VPAA for initial review.
	VPAA approves draft and formal review process begins in January.
January-February	Assessment Committee readers review program review.
	Readers make recommendations to improve draft.
	Writers produce final document based on all feedback.
	Writers finalize external review team candidates with program faculty.
February	Writers inform the Assessment Committee of external review team candidates.
	VPAA approves external review team members.
	Writers make arrangement for external review team visit- agenda, rooms, food, etc. More details in the Preparing for the External Team Visit Section.
March	Writers send self-study (hardcopy/electronically) to external review team. External review team reviews document and prepares for site visit.
April (1 day)	External review team visits.
May (due by May 31)	External review team chair submits program review summary report.
	Submit final program review to Assessment Committee Chair.

June	Assessment Committee Chair will post to Information Repository>Assessment Committee>Program Reviews.

Academic Program Review Contents

Self-studies embed assessment of certificates within standing degree programs. Currently, the only stand-alone certificate program is the Health Studies Certificate. Courses offered through the College Advancement Program (CAP) are evaluated within the respective program review. Contents of the self-study may include but are not limited to the following topic areas.

1. College Overview

   An overview of the College is provided by IR, for inclusion in the program review. This is a summary of College statistics from a broad perspective and is updated annually and sent to program review writers by July 1 preceding their review year. For programs that would like to provide in-depth College information, the biennial Institutional Effectiveness Report (IER) is made available. This may be included as an appendix to the program review, if so desired. Upon request, IR will pull portions of the IER for use in the college overview.

2. Program Overview

   - Introduction- history and description of department(s)

   - Program mission and goals- link to institution mission, vision, and values

   - Program viability- evidence of sensitivity to current and future employer needs, local and regional employment outlooks and enrollment projections, learning trends, etc.

3. Progress since Previous Review

   - Description of the most recent program self-study or baseline assessment

   - Update of progress based on all recommendations from previous review

4. Program Administration and Operations

   - Roles and responsibilities of department chair(s) and any program coordinators

   - Direct support staff for department(s) or the program

   - For non-transfer degree programs (A.A.S.), activities of the community advisory committee – list membership, provide meeting minutes in appendices

   - Budget process and adequacy

5. Program Curriculum

   - Description of program requirements

   - Changes to curriculum since the last review with rationales

   - Efforts to ensure required courses and electives are offered on a schedule to meet the needs of students

- Departmental procedures in the development, review, and evaluation of courses

- Advisement practices and strategies

- Online course offerings

- General education coursework/requirements

Include any of the following (if applicable):

- Internship opportunities and the rationale for assigning credit (A.A.S. programs)

- Any awarding of credit in non-traditional course formats, such as life experience, portfolio, and/or exam

- CAP

- Accreditations

6. Program Faculty

- A summary of faculty and staff qualifications

- Workload and responsibilities

- College and professional service

- Faculty survey (see Appendix G)

7. Program Students

Most of the data for this section of the self-study will be provided to the program review writer by IR. The program review writer will put together the narrative that will accompany the data.

- Applications, acceptance, and enrollments

- Enrolled student demographics

- Primary educational objective

- High school statistics

- Permanent residence of enrolled students

- Need for remediation

- Student satisfaction- any in-house measures or graduate surveys

8. Persistence, Graduation, and Transfer

- Program retention rates

- Completion rates and time to degree

- Graduate transfers and/or graduate career placement

- Transfer student information, including retention and success

9. Learning Outcomes Assessment

The Learning Outcomes Assessment Coordinator will help the program review writer with this section of the self-study.

- Student Learning Outcomes Overview

- General Education Learning Outcomes Assessment

- Program Learning Outcomes Assessment

- Procedures, criteria, and methods used to analyze the effectiveness of the program in achieving its goals in the discipline

- Program promotion of community involvement

- Description of how the program responds to the needs of the community

- Transfer student/graduate survey data for student outcomes

- Documented dissemination and use of assessment results for program improvement

10. Recruitment and Retention Initiatives

- Recruitment efforts
- Program retention initiatives

11. Recommendations

- Department recommendations support the College's strategic goals (mission, vision, and values).

- The program review and the external team report will be merged in a final document.

12. Appendices

Appendices should include but are not limited to the following:

- College Overview provided by IR office

- Organizational charts

- Faculty and staff listing with credentials

- Community advisory committee membership and minutes (previous five years)

- Survey instruments

Preparing for the External Review Team Visit

1. Final Copy of the Self-Study Document

Once a final draft of the self-study is completed, decide whether you will send the document electronically to the external team members and/or if you will send printed copies.

- Printed copies of the self-study can be bound and a customized cover can be created to give the review a professional look. See the Processing Center's typist for more details.

- Electronic copies can be created to have a table of contents that links to specific sections in the document. See the department typist for more details.

2. Selection of the External Review Team Members

Members of the external review team consist of professionals in the field who are chosen for their knowledge and expertise. The purpose of the external team is to provide consultation and critique regarding program viability, effectiveness, and need for changes to enhance department delivery.

The program review writer will propose three to five individuals for the external review team, including the Clinton Community College internal member. The number of reviewers should be appropriate for the type of program being reviewed and determined in consultation with the programs' administrator.

- The program review writer will solicit input regarding team composition from program faculty or staff.
- The program review writer will inform the Assessment Committee about proposed team members.
- The program review writer will forward to VPAA for approval and budgeting.

3. External Review Team Member Composition

Three reviewers is the standard (two external, one internal) unless the type of program necessitates more team members. This will require approval from the VPAA.

- One member should be affiliated with the College. The internal team member shall be from outside the department under review.
- One member should be from a community college with a similar program.
- For transfer programs (A.A., A.S.), at least one member should come from SUNY Plattsburgh (Clinton Community College's primary transfer institution) or the institution to which most program graduates transfer.
- For career programs (A.A.S.), at least one member should represent an employer of program graduates.

4. Compensation for External Program Review Team Members

- Each external team member will receive a $100 stipend.
- The CCC internal team member will not receive any compensation additional to their regular salary/wages.
- The external review team will select a chair. The chair is charged with writing the report and will receive a $50 stipend. The chair shall not be the internal member unless there are extenuating circumstances that prevent an external team member from serving in this capacity.
- External review team members will need to fill out a W-9 form in order to be paid. These forms are found through Human Resources or Finance.

5. Scheduling the External Review Team Site Visit

    Planning the actual site visit will take some planning. Start planning the visit *at least two months* in advance.

    - Select a date for the team visit. Provide external review team members.

    - Reviewer sends a letter of invitation to external review team members. (see Appendix B)

    - Send the self-study (including appendices and a link to the College Catalog) to external review Team members at least three weeks prior to the visit (sample cover letter, agenda and questions see Appendices B, C, and D).

    - Schedule meetings with the appropriate persons – VPAA, current program students, alumni of the program, staff, program faculty, etc.

    - Make arrangements for the board room, refreshments, and lunch. See the VPAA's office for details regarding budget for food.

    - Coordinate who will greet the external review team members and who will be escorting them throughout the visit.

    - Make arrangements for the external review team members to park in visitor parking.

6. Protocol for External Review Team Member Site Visit

    - The program review writer will meet with the external review team to welcome the team and present members with their charge (see Section 7 below).

    - Unless specifically requested by the external review team, the program review writer, and members of the department under review should **not** be present during interviews and discussions conducted by the external review team. This procedure is intended to ensure freedom of expression by the interviewees while promoting objectivity and freedom of expression for the external review team.

    - The program review writer should, however, remain available in the event that the team needs assistance or additional information.

    - The program review writer and the members of the department should rejoin the external review team for an exit interview at which the team will discuss the highlights of their observations and recommendations.

7. Responsibilities of External Program Review Team Members

    - Read the self-study and accompanying documents sent from the program review writer.

    - Select a chair from the external review team members. The internal team member should not be selected chair.

    - Spend one day on campus interviewing key personnel to determine program performance as outlined in the self-study.

    - Meet with various constituents involved in the program (i.e. interviews, small group discussion) to clarify information presented in the self-study.

- Conduct an exit interview with members of the department(s) that support the program. After the external review team has made an initial assessment of the Program under review, the team will meet with members of the department(s) to provide a preliminary report of the findings.

- Make recommendations to the department(s) or program under review to enhance its success.

- Submit a final report to the VPAA's office and program review writer detailing their findings and recommendations by the deadline given (done by the chair of the external review team). For a final report template, see Appendix E.

8. Program Review Writer Post External Team Site Visit Responsibilities

- Complete honorarium paperwork for external review team member compensation. W-9 forms are to be returned to Human Resources or VPAA Office.

- Follow-up with the appropriate administration office to ensure that a letter of gratitude is sent, along with appropriate honorarium compensation, to each team member.

- Send a letter of gratitude to each member of the college community who participated in the program review (department, faculty, staff, alumni etc.). (See Appendix F)

- Forward the external team report to IR.

- Follow-up with IR to ensure that the external team report and self-study documents have been electronically merged into one document indicating the program review has been completed.

Closing the Loop

Internal and external recommendations need to be addressed by respective departments annually. While a progress report is no longer required, annual department plans and goals will appropriately reflect the progress made toward addressing recommendations from the program review. The Assessment Committee will provide the departments with a tracking document.

Assessment Planning for New Programs

Planning for the assessment process is essential in preparing for the first program review. The purpose of the baseline assessment plan is to establish a framework from which a subsequent full self-study may be written by the sponsoring department.

Baseline Assessment Plan document should include:

I. Program Overview (introduction)

II. Program Goals

III. Student Learning Outcomes (with intended metrics)

IV.   Program History

V.   Major Accomplishments

VI.   Enrollment & Relevant Statistics

VII.   Program Needs

The author of the document should be noted either on the cover page or at the end of the document.

Online Resources

The following resources are recommended for program review writer reference. They provide details on program assessment within the context of College-wide institutional effectiveness and accreditation.

Clinton Community College- Institutional Effectiveness
https://www.clinton.edu/about/institutional-effectiveness/default.aspx

Clinton Community College- Strategic Planning https://www.clinton.edu/about/institutional-effectiveness/strategic-planning.aspx

Middle States Commission on Higher Education- Clinton Community Colleges' Accrediting Body
https://www.msche.org/

Appendix A

FIVE-YEAR ASSESSMENT CYCLE FOR ACADEMIC DEGREE PROGRAM REVIEWS											
Degree Program	Previous Review	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Applied Psychology	2017-2018 (baseline)				Review Year					Review Year	
Business Accounting[1]/Business Admin. (AAS/AS/Health Services Mgt/Sport Mgt)	2017-2018 (review)				Review Year					Review Year	
Computer Information Systems[2]	2015-2016 (review)	Review Year					Review Year				
Computer & Electronics Technology	2016-2017 (review)		Review Year					Review Year			
Criminal Justice (AA/AAS)	2017-2018 (review)				Review Year					Review Year	
English	2019-2020 (baseline)					Review Year					Review Year
Environmental Science/ Environmental Technology	2019-2020 (review)					Review Year					Review Year
Health Studies Certificate	2019-2020 (review)					Review Year					Review Year
Human Services[3]	2015-2016 (review)	Review Year					Review Year				
Individual Studies (AA/AS/AAS)	2019-2020 (review)					Review Year					Review Year
Industrial/ Commercial Electrician (ICE)[4]	2019-2020 (baseline)					Review Year					Review Year
Liberal Arts: Humanities & Social Science	2021-2022 (review)		Review Year					Review Year			
Liberal Arts: Math & Science	2017-2018 (review)				Review Year					Review Year	
Mechanical Technology	2015-2016 (baseline)	Review Year					Review Year				
Nursing[5]	2015-2016 (accred)			Accred Year					Accred Year		
Renewable Energy Technologies[6] & Wind Energy/Turbine Technology[7]	2015-2016 (review)	Review Year					Review Year				

[1] Includes Payroll Certificate
[2] Includes Computer Support Certificate
[3] Includes Certificate for Alcohol & Substance Abuse Counseling (CASAC)
[4] Includes Industrial/Commercial Electrician Certificate
[5] Nursing accreditation schedule is every 8 years, to be followed by a program review covering missing areas from accreditation reporting
[6] Includes Renewable Energy Technologies Certificate
[7] Includes Wind Turbine Service Technician Certificate

Appendix B

Letter of Invitation for External Team Members Template

TO: External Review Team Members
           [**Review Team Member, Title and College**]
           [**Review Team Member, Title and College**]
           [**Review Team Member, Title and College**]

FROM: [Reviewer(s), Title]

RE: Program Review Team Visit on **[DATE]**

CC: [**Name of VPAA**], Vice President for Academic Affairs
           [**Relevant Department Chair**]

Let me (us) begin by thanking you for your willingness to serve as reviewers for our **[Department]**. Your insights and recommendations will help make our program stronger.

Program Review Document: Enclosed you will find the self-study document and accompanying appendices. **[I/We]** have also included the agenda for   **[DATE]**   and a list of questions to help guide you as you read the self-study and visit the campus. Please note on the agenda that we have included a two-hour block of time toward the end of the day for the team to draft the report. We felt that this would minimize the need to coordinate efforts after you go your separate ways.

Lunch: If you haven't done so already, please let us know if you have any dietary restrictions so we can accommodate you by emailing **[provide contact info]**.

Honorariums: For your time and efforts, each external team member will receive a $100 honorarium. Your team selects its chairperson upon arrival. The duty of the chairperson is to make sure that the team's report is completed and sent to Barbara Golden (Barbara.Golden@clinton.edu) in the office of the Vice President for Academic Affairs by **[May 31]**. The selected chairperson will receive an additional $50 honorarium. In order to be paid, a W-9 needs to be completed. We will have this form available the morning of the review.

Parking: This external team visit will take place in the Moore (Main) Building. When you arrive on campus, you will find Visitor Parking in front of the Moore Building. Someone will be there to greet you, make sure you have a parking pass, and escort you to the first meeting destination.

Directions to Campus: The address for Clinton Community College is 136 Clinton Point Drive, Plattsburgh, NY 12901. For more details on how to get to our campus, please visit: https://www.clinton.edu/about/directions-to-campus.aspx

If you have any questions, please do not hesitate to contact **[me/us]**. We look forward to seeing you on   **[DATE]**   .

Appendix C

[Degree Program Title]
External Team Visit Agenda
[Date]
Room [XXX]

9 – 9:45 AM	Arrive on Campus. Team meets to review documents, select a chair and get organized
9:45 – 10:45 AM	Team meets with Department Chair/Program Coordinator(s), Program review writer
11 – 11:25 AM	Campus Tour
11:30 AM – 12 PM	Meet with Vice President for Academic Affairs
12 – 1 PM	Lunch with Program Faculty, Students, Alumni
1 – 1:30 PM	Team meets with students served – both current students and alumni
1:30 – 3:30 PM	Team meets to review materials and draft their report
3:30 – 4 PM	Exit Interview – All Program faculty welcomed to attend

*Make sure that locations are specified for each timeframe.

Appendix D

Guiding Questions for External Review Team

The following sample questions for academic program reviews may be provided to the External Review Team Members to guide them when conducting the program review.

1. Is the Program clearly described?

2. Do the Program goals and objectives seem realistic, and do they describe essential functions of the program?

3. Are the indicators of student learning outcomes appropriate? Are the outcomes adequately articulated, measured, and investigated?

4. Is there evidence that internal and external recommendations from the last program review have been addressed? What progress has been made?

5. Are program directions appropriate both in terms of curriculum and job market prospects?

6. Is the curriculum structure sound? Is the content current within the field? Do courses have good curriculum alignment within the program?

7. Does the curriculum prepare its graduates well? How is this measured, and is the measurement adequate?

8. Does the program have sufficient institutional resources?

9. Are the recommendations from the self-study sound and supported in the document?

10. What retention initiatives are in place for students in the program?

11. What recruitment strategies are in place for students in the program?

Appendix E

External Review Team Report

Date: _____

_____ Program

Clinton Community College

Plattsburgh, NY

On **[DATE]** the External Review Team met in the _____ Room of Clinton Community College to perform its assessment duties of the Clinton Community College _____ Program. It participated in an extensive examination and discussion of the _____Review with **[Program review writer]**. The _____Program information was presented (description of site visit).

External Review Team Members

List names, affiliation

External Review Team Recommendations

In this section of the report the External Review Team should include a general overview of the strengths of the program and areas in need of improvement. The external team members are asked to make recommendations that address programmatic goals and objectives based on the data presented in the review document and obtained during the external team review process. The team report may be divided into topic areas relevant to the program under review and will include a section that specifically includes recommendations for continued success and improvement of the program.

General Overview of Findings

- Program Viability
- Curriculum Design
- Workforce/Agency Initiatives
- Institutional Resources Supporting the Program
- Student Satisfaction

Summary of Recommendations

Recommendations provide guidance to the Department/Office for continued success and improvement.

Conclusion

Any final thoughts or summary remarks on the program can be included in the final section of the report to bring the review to a close.

Appendix F

Thank You Example

Dear **[external team member]**,

I received the external team's final report today. On behalf of the College and the **[name of department(s)]**, thank you again to each of you for taking time away from your busy schedule to help us. You each brought a unique perspective to the review that together formed a very impressive and knowledgeable team.

We truly enjoyed working with you and really look forward to partnering with you again. You sincerity and seriousness of purpose was apparent not only to the faculty, but to the students and alumni you met with as well.

Please be assured that your time and effort have not been in vain. Your report will be used to reshape the programs to better serve our students and the community. We will keep you informed (and make see your input) as we implement your recommendations.

Clearly, our College and department are in debt to you and to your places of employment for your time and service. Please do not hesitate to contact us if you feel there is some way we can reciprocate and assist your workplace.

This was a great experience for us at CCC and I hope it was rewarding for you too.

Sincerely,

Appendix G

Faculty Survey Example

_____Program Review
Academic Years Fall _____- Spring _____
Faculty Survey

1. **Academic rank/level (Circle or highlight electronically)**

   Full-Time:
   a.   Instructor
   b.   Assistant Professor
   c.   Associate Professor
   d.   Professor

2. **Highest degree(s) and in what**

   a.   Doctorate _____
   b.   Masters _____
   c.   Bachelors _____
   d.   Associate _____
   e.   Other _____

3. **Total years of teaching experience**

   a.   0 – 4
   b.   5 – 9
   c.   10 – 14
   d.   15 – 19
   e.   20 or more

4. **Number of years teaching at CCC**

   a.   0 – 4
   b.   5 – 9
   c.   10 – 14
   d.   15 – 19
   e.   20 or more

5. **Number of years of related work experience**

   a.   0 – 4
   b.   5 – 9
   c.   10 – 14
   d.   15 – 19
   e.   20 or more

6. **Additional license(s) or credential(s) obtained**:_____

7. CCC support for professional development activities

Questions	Yes	Sometimes	No	No Basis to Judge
Is travel money available?				
If yes, is the amount adequate?				
Is college sponsored professional development available?				
If yes, is the amount adequate?				
Is release time available?				
If yes, is the amount adequate?				
Is tuition assistance available?				
If yes, is the amount adequate?				

Comments:

8. Professional development activities, [year]- [year]: For each category please describe or list the information as appropriate.

Professional Development Activity	Description	Academic Year of Activity Beginning with [Academic Year] through [Academic Year].
Formal coursework/programs		
Awards		
Research in the discipline		
Professional Writing or Presentations in the discipline		
Memberships in professional organizations		
Attendance at conferences workshops/seminars		
Participation in CCC sponsored activities		
Other (i.e. Journal subscriptions, sabbatical, service on national boards/organizations)		

9. College committees/task groups on which you serve(d) from [year]- [year]:

Office of the President Committees	Current Assignment	Past Assignments
Academic Standing		
Affirmative Action Committee		
Calendar Committee		
Chancellor's Awards-Teaching		
College Wide Professional Development		
Commencement		
Employee Recognition		
Enrollment Management		
Equipment Committee		
Health and Safety and Security		
Individual Studies Admissions		
Disciplinary Board		
Marketing		
Nursing Admissions		
Scholarship		
Strategic Planning		
Tuition and Fee Appeals		
United Way		
Budget Task Force		

Faculty Council Committees	Current Assignment	Past Assignments
Academic Standards		
Assessment		
Cultural Affairs		
Curriculum		
General Education		
Learning Resources		
Professional Development		
Other committee or task group work not identified in *either* table		

10. Do you sponsor any CCC: (Please list or describe activities)

    a.   Clubs

    b.   Special events

    c.   Other activities

Comments:

11. Are you involved in community service? Please describe.

12. Alignment of program goals and objectives with student needs

Please see the following link to [Name of Program] description, mission and program goals: [link]

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	No Basis to Judge
The program goals meet needs of varying [Name of Program] student population served.					
The program requirements, including number of credits, is adequate.					
Student evaluation (grading) is based upon program goals for [Name of Program] majors.					
Course materials and instructional activities maintain high educational quality.					

Comments:

13. Which instructional strategies and methods you use in your classroom? Circle as many as apply or highlight electronically.

    a.   Lecture
    b.   Discussion
    c.   Small group/collaborative learning
    d.   Films/AV resources
    e.   Lab
    f.   Other (describe)_____

14. Which of the following methods of student evaluation do you use? Circle or highlight electronically <u>all</u> letters that apply.

    a.   Multiple choice exams and quizzes
    b.   Essay exams and quizzes
    c.   Oral Presentations
    d.   Discussion groups
    e.   Group projects
    f.   Research or term papers (references used)
    g.   Lab reports
    h.   Clinical evaluations
    i.   Applied performance in recitals or juries
    j.   Portfolios
    k.   Paper or online homework
    l.   Other (describe)_____

15. Describe how you have revised your courses based on general education assessment outcomes and/or student evaluations of the class, the text, assignments, exams, etc.

Course _____
Description:

Course_____
Description:

Course _____
Description:

16. Faculty satisfaction with college resources

Questions	Yes, All Classes	Yes, Most Classes	Yes, Some Classes	Yes, a Few Classes	No
Classes run efficiently given current facilities and class sizes.					
Sufficient equipment and materials exist to effectively realize course objectives.					
Current equipment compares favorably with what students will use when they transfer or obtain employment.					

Comments:

17. Faculty satisfaction with facilities

Questions	Excellent	Adequate	Inadequate	No Basis to Judge
Classroom Facilities				
Laboratory Facilities				
Support Staff				

Comments:

18. Faculty satisfaction with college services

Questions	Excellent	Above Average	Average	Poor	No Basis to Judge
Counseling Services					
Library Services					
Technical/Computer support					
Print materials in library for classes					
Audio-visual college in library for classes					
Computer facilities for students are adequate.					

Comments:

19. Faculty satisfaction with other college services

Services	Adequate	Inadequate	No Basis to Judge
Supply Room			
Phones/Computer technology			
Duplicating			
Registrar			
Health Services			
Entry Placement tests			
Bookstore			
Tutoring Center			

Comments:

20. Views of administration, other faculty members and [Name of Program]

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	No Basis to Judge
Persons assigned to provide coordination and administration are knowledgeable about the needs of the program.					
Faculty members have the opportunity to assess the performance of coordinators and administrators.					
The Math and Science departments have a positive working relationship with other areas of the College.					
Faculty members demonstrate respect and support for each other.					
The program of study adequately covers general education goals.					

Comments:

21. Views of class size and class loads and integration of multiculturalism in [Name of Program]

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	No Basis to Judge
Efforts are made to integrate multiculturalism into coursework.					
Class loads are appropriate for faculty members.					
Class sizes are appropriate to meet program goals and objectives.					

Please list and describe <u>examples</u> of activities used in class to integrate multiculturalism and comment on class loads etc. as appropriate.

22. Identify the most pressing needs in this program.

23. Identify new directions you feel this program should take in the future.

24. Give any additional comments you feel may be helpful in evaluating this program.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY TO HELP ASSESS IF WE ARE MEETING THE NEEDS OF OUR [NAME OF PROGRAM] STUDENTS AND OUR PROGRAM GOALS.