
Plumbing: Program Review 2006-07



Division of Instructional Services



Program Review Guide: Plumbing

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PLUMBING

46.0503

A. Program Background

Plumbers do residential work, installation for new construction, pipe-laying, and pipe-fitting. Plumbers install, maintain and repair many different types of pipe systems.

Plumbing is a short certificate program that has increased from twenty-six (26) semester hours to twenty-nine (29) semester hours. All students must take Orientation (Psy100) and Workplace Skills Preparation (WKO107).

B. Program Mission

College

Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

Program

The mission of the plumbing program is to prepare students for successful employment or advancement in the plumbing industry.

C. Program Goals, Curriculum, and Student Learner Outcomes

Program Goals

1. To provide courses that will enable the student to become employable and competent in the plumbing industry.
2. To provide students with live work experiences in the plumbing industry.
3. To provide extended day courses for greater accessibility to the plumbing industry within the Metro-Birmingham community.

Curriculum

Curricula for all career/technical programs in the State of Alabama are controlled by the State Articulation and Curriculum Committees. Each committee is comprised of a cross-section of instructors from the State. Recommendations are made to the Chancellor for changes. All

changes are approved by the Alabama State Board of Education on recommendation from the Chancellor.

Courses in the program of study include the following:

- Theory – one hour of theory instruction under the supervision of an instructor plus an average of two hours of out-of-class study per week.
- Experimental Laboratory – Two hours of experimental laboratory under the supervision of an instructor plus an average of one hour of out-of-class study per week.
- Manipulative Laboratory – Three to five hours of practice/manipulative laboratory under the supervision of an instructor with no out-of-class assignments per week.
- Internship – Five hours of experimental internship per week under the control and supervision of the employer on the job with coordinated employer/college representative planning.

Short Certificate Program - Student Learner Outcomes

1. Proper methods for joining all types of pipe and fittings, hanging and securing pipe.
2. Demonstrate effective written communication skills or use in the business or work environment.
3. Demonstrate proper use of hand tools and equipment.
4. The knowledge and use of industry safety.

D. Strengths and Weaknesses of the Program

Strengths: The College has highly qualified, certified, licensed, full-time instructors. The Plumbing Department (PLB) has been in operation at Lawson State Community College (LSCC) for over 50 years. The State of Alabama Plumbing Board, the regulatory licensing agency, indicates that the pass rate for licensure remains at a rate of 80% or higher annually.

Weaknesses: An issue that has been prominent throughout the life of the barbering program has been the budget. Over the past five years, barbering' budget has fluctuated very little. The lack of change in budget has caused the department to run short on supplies required by classroom activities. It is anticipated in the 07-08 fiscal year, the program will have exhausted its instructional supply budget months prior to the end of the program's year cycle. The program is somewhat self-supporting through live work efforts although not enough to offset the cost of supplies for the program. Due to the limitations created by the age of the facilities, the program has had boundaries placed upon it that prevent it from working at its full potential. Because of the limitation in space, many classes are overcrowded. The department utilizes facilities Monday through Friday at full capacity from 8:00 a.m. to 10:00 p.m.

Observations: The need for more physical space is one of the main reasons why the program has not been able to offer any additional courses that are in demand by the community. Classrooms, originally designed for 15 students, are overcrowded which, in turn, have created both safety and instructional issues that have been noted by our faculty.

E. Curriculum: Degree Plans and Modifications of Changes within the Program

PLUMBING (PLB)

**Abbreviated Certificate
29 credit hours**

Note: PSY 100 Orientation and WKO 107 Workplace Skills Preparation are required during the first semester of attendance for all students entering this program.

		Semester Hours
PSY 100	Orientation	1
WKO 107	Workplace Skills Preparation	1
PLB 111	Introduction to Plumbing	3
PLB 112	Plumbing Applications	3
PLB 113	Pipes and Fittings	3
PLB 115	Pressure and Non-Pressure Systems	3
PLB 116	Pressure and Non-Pressure Sys. Apps.	3
PLB 117	Plumbing Codes	3
PLB 118	Code Application	3
PLB 211	Plumbing and Repair and Installation	3
PLB 212	Plumbing Repair and Installation Lab.	3

F. Faculty: Demographical Data

In order to meet the demands of Business and Industry, the Plumbing program at Lawson State Community College is designed to prepare students for certification in the field of Plumbing. Mr. Steve Taylor and Mr. Isadore Gardner, professional and qualified full-time faculty members, are responsible for the day-to-day operation and instruction in this department.

Master's Degree	Bachelor's Degree	Associate's Degree	Certification
1			1

Faculty Development

Faculty support, including professional development, technology, and sponsored research is sufficient to meet the demands of the department; however, the ability of the faculty to utilize offerings in professional development and sponsored research is hindered by heavy teaching

and service loads in the department. The department benefits from the Office of Sponsored Programs and Development. Additionally, the faculty has the opportunity to participate in the state-wide professional development activities and training during the Alabama College Association Annual Conference.

G. Library: Resources available, Number of Requests for Resources

Library resources, technology access and computer services for the department are sufficient for the unit. Students in the program utilize the Alabama Virtual Library in completing assignments. There are two computer labs with printers in the A G Gaston Building are available for student use in the department. All computers in the lab have Internet access and are controlled via the College local area network. Problems with computers are addressed via the helpdesk procedures utilized throughout the College. Two televisions equipped with DVR and VCR players are available for use within the division.

Instructors periodically review the library holdings to assess current holdings and the adequacy of the holdings. Resources for Plumbing are in print and non-print media. This includes a number of titles with videos, CDs, and audio formats. Plumbing students have access to the main library for additional computer usage.

H. Budgetary Information: Annual Operating Cost: Personnel and Instructional Resources

Budget. Presently, the department's operating budget provides funds for professional development, photocopying equipment, postage, and office supplies. Funds are provided to supplement faculty travel for presentations and faculty development. The department's computer labs are furnished, maintained, and supported by the student technology fee. All faculty participate in the budget preparation process in April annually. Each faculty member develops a needs assessment for their individual class prior to meeting with the departmental chair. In a collective meeting, the faculty members develop a unit budget based upon their needs, wants, desires for instructional improvement. These budgets are presented to the institutional Budget Committee through a Budget Hearing process in which the assistant dean, associate dean, and the vice president for instructional services participate. All faculty are invited to attend the budget hearing for the occupational and technical programs.

Teaching Assignments and Salary. Each full-time faculty member in the department may be assigned a maximum of 30 contact hours per week. This includes time for classroom preparation. Faculty members are required to display their teaching schedule and office hours each semester on the locator card. Time must be allocated for academic advising and student inquiries or help. Full-time faculty members have one College-wide committee assignment annually. Part-time faculty may be assigned a maximum of 19 contact hours per semester which includes preparation time.

Faculty salaries are determined from the Alabama Community College Salary Schedule based upon instructional or administrative positions. Instructors' salaries are determined from the "D" Salary Schedule and administrator's salary will come from the "B" or "C" schedule. Funds are adequate to support the program. Clerical and administrative assistants' salary is established through the "E" schedule for non-instructional personnel. Adjunct (part-time) instructors' salary is paid by the hour. The rate varies.

I. Budgetary Information: Annual Equipment Acquisition and Expenditures

Budget \$8051.90

Plumbing Supplies \$8051.90

J. Physical Facilities and Space Utilization and Action Items

Renovations: Due to the rising demand for plumbers, as well as industry standard demands, renovation of the plumbing department is a necessity in an effort to maintain a marketable standard for recruitment as well as improve morale of students and instructors. The areas of renovations are located in the Howard building. These changes will be consistent with industry standards and conducive to curriculum tasks and allow two or more instructors to utilize labs at the same time as necessary when teaching various tasks. Listed below are areas that must be addressed for efficiency and safety in performance labs:

- Lighting/track lights
- Hot water heaters/tanks
- HVAC
- Electrical upgrades for wattage increase and plugs for electrical appliances

K. Enrollment

	Enrollment Profile for Plumbing						
	Fall	Spring	Summer	Fall	Spring	Summer	Fall
	2005-	2005-	2005-	2006-	2006-	2006-	2007-
	2006	2006	2006	2007	2007	2007	2008
Plumbing	15	42	28	31	22	13	29

On a per term basis, students classified as non-traditional gender comprise less than 10% of the enrollment.

L. FTE per term

Program	FA 05-2006	SP 05-2006	SU 05-2006	FA 06-2007	SP 06-2007	SU 06-2007	FA 07-2008	SP07-2008	SU 07-2008
Plumbing	12.2	24.2	9.0	10.8	8.6	1.8	16.8	29.4	9.2

M. Graduates Survey/Completers

Plumbing	2005	2006	2007	2008	Total
Short Certificate	7	6	17	3	33

* Represents completers through Fall 2007.

All completers earn the State of Alabama Career Readiness Certificate. The Career Readiness Certificate (CRC) is an assessment-based credential that gives employers and career seekers a uniform measure of key workplace skills.

All completers receive the Career Credentials Document *Skills Documentation for Career Advancement*. The document is intended to assist graduates as they seek to enter the workforce or advance in existing employment. The Career Credentials Document also helps employers improve hiring practices by providing information that goes beyond the typical resume and transcripts of letter grades.

N. Viability Findings and Course Grade Distributions

Viability. Viability standards are established by the Alabama Commission on Higher Education. Standards require that programs of study must maintain 7.5 completers for any three year period. To maintain viability status, new students must enter the program each term and students who have completed at least one semester must be retained in order to meet completion requirements. Data gathered for the past three years revealed that thirty-three (33) students received short certificates. The current short certificate program is designed for students to complete in two (2) semesters. The program has an average of eleven (11) completers per year for the past three (3) years. Currently, the enrollment is twenty-nine (29) students with the prospects of another twenty (20) students entering the program in the upcoming semester. The Plumbing program more than meets the standard for viability and in doing so demonstrates adequate program retention.

Course Grade Distributions. Course completion rates and the identification of courses that put students at greatest risk for non-progression are evaluated and addressed in a variety of ways. Basic data in the form of Course/Grade Distributions are provided by the Office of Institutional Research and Evaluation to each departmental chairperson. Such reports provide faculty with the quick feedback necessary to analyze their own grading patterns relative to course difficulty and their own teaching histories. At the departmental level, department heads can ascertain potential issues with grade inflation or deflation and provide faculty with consultation on enhancing teaching performance and student achievement. These reports are also used cumulatively for each year's performance evaluation for faculty.

O. Employment Data

Program Plumbing	Completers	Employed In Field	Employed Out of Field	Continuing Education	Unknown
2006-2007	15	2	1	0	12
2007-2008	9	3	2		2

P. Graduates Satisfaction

Program Quality: The quality of the Barbering program is reflected in the *Course/Instructor Evaluations* and *Employee Evaluations*. Students evaluate of the program through the *Course/Instructor Evaluation* which given to each class each semester. The results of 2007 evaluations indicate student satisfaction with the program courses, level of instruction and their teachers. Several items from this evaluation are used in the instructor's annual evaluation which is done through two processes. The first is a mid-year evaluation that is conducted at the end of the first semester and then prior to the need of the academic year the annual employee evaluations occur.

Overarching observation of program quality is that through student evaluations, faculty evaluations, advisory committee, completion rates and employee satisfaction is that the program has a high level of academic quality and integrity. The results indicate satisfaction with our completers and their accomplishments indicate success.

Q. Performance of College Transfer Students

The University of Alabama System and other state institutions of higher learning provide the College with an analysis of the academic performance of Lawson State's students in relationship to first time traditional students. These primarily focus on students who are in the College transfer programs. Rarely, does the College receive reports on the academic program of students in the career technical education field. Currently, no such data exit on the performance of Lawson State students who completed technical program and are now matriculation at a four year institution.

R. Current Program Plans

The strategic plans for the program include the following parts: Section I: Student Learner Outcomes and Assessments, Section II: Collaboration with Other Units, and Section III: Community Outreach. In the *student learner outcomes assessment section* specific outcomes are addressed, methods of assessments, data sources for outcomes analysis, and collaboration with other units within the college. The section on *collaboration with other units* embraces the concept of making advisory committees and integral component of the program in order to make it successful. The *outreach section* addresses involvement with other educational institutions, the community and the students.

Section I: Student Outcomes Assessment

1. Proper methods for joining all types of pipe and fittings, hanging and securing pipe.
2. Demonstrate effective written communication skills or use in the business or work environment.
3. Demonstrate proper use of hand tools and equipment.
4. The knowledge and use of industry safety.

Methods of Assessment

Methods of assessing student success are through:

- Exams/quizzes
- Research Papers
- In-class discussions
- Mock-state board practical and written exams
- Critical thinking activities
- Individual and group projects
- Demonstration lectures
- Laboratory assignments
- Interaction with the community

Each faculty member designs assignments to assess the student's understanding of the course material. Instructors are capable of setting their own grading scales as long as they comply with the institutional grading guidelines. Many instructors design grading rubrics in order to fairly assess all students to ensure that the assessment accurately measures the learner outcomes.

Standardized Course Syllabi for each class are kept on file in the department and are provided to students at the beginning of each semester via the curriculum management software used by the college (BlackBoard) and /or hardcopy.

Data Sources for Assessment Analysis: Key to assessing student outcomes is industry feedback.

Past and present advisory committees, guest speakers, product companies, and corporations indicate Lawson State Community College students are among the most sought after entry level employees. Industry feedback is a viable resource and indicator that students are entering the field with the required skill set. In the past the advisory committee has met once a year. The current advisory committee is comprised of members from industry, trade shows, and other schools, manufacturers and students. The committee has met twice yearly with high attendance and has focus groups to accommodate specific items. This group has

been instrumental in outlining the skills sets required by industry. It has also let to businesses stating that Lawson State Community College students are highly employable.

Section II: Collaboration with Other Units

Leadership provided by the advisory committee has proven instrumental in guiding, organizing, and supporting the curriculum. The advisory committee is comprised of community leaders who have collaborated with faculty in efforts to develop instructors that will infuse high quality standards of occupational education into Plumbing programs on campus and through the region. Plumbing faculty relies on guest speakers from the community to apprise students of current trends and issues. As a result of the interactions with the Advisory Committee, the program is more knowledgeable about current trends in the job market and are, therefore, aware of the need for a revised certificate based upon patterns and changes in the industry that have created a need for additional courses in Plumbing.

The departmental chairperson communicates with the instructors to address any changes in program requirements. The departmental chairperson works closely with the recruiters by providing written information on the program. Instructors advise students on the appropriate prerequisite courses to take to meet completion requirements. The departmental chairperson attends all workshops and helps conduct career events.

Facilities has been involved and worked closely with the Plumbing department to provide janitorial services and responding to electrical, plumbing, and heating/air conditioning, outages and issues.

The Plumbing department has also:

- Recruited high school students for articulated credit
- Provided food for various events on campus
- Worked with the state curriculum committee
- Worked in collaboration with disabled student services in meeting the needs of students.

Section III: Outreach

1. Educational Institutions

Plumbing participates in career days to promote the program. Ongoing outreach to neighboring high schools and job fairs provide exposure to Plumbing and its related fields. Articulation agreements are maintained between the College and all local school systems in the Birmingham Metropolitan area.

2. Community

Plumbing outreach efforts in the community include:

- Public workshops and training throughout the region.
- Guest speakers and lectures that educate students about community resources.
- Participate in community benefits.

The Plumbing disciplines works in partnership with many organizations such as:

- Area food establishments for cooperative learning opportunities.
- Local area high schools for recruitment and workshops.

3. Students

The foremost outreach effort undertaken between Plumbing and its students is the responsibility to schedule creatively. Advertising in brochures, newsletters, and flyers are offered to community members to advertise state certificates. Plumbing outreach to neighboring high schools and job fairs give exposure to students in related fields. The program continues to move beyond boundaries of the college in supporting the community. Student competitions provide the student with an opportunity for integrating services.

S. Other Data: Environmental Scan

Employment and annual average job openings by plumbers, pipefitters, and steamfitters for the Jefferson County Workforce Development Region are listed below.

Occupational Title	Est. 2004	Projected 2014	Growth Rate	Total Openings	Growth	Replacement
Plumbers	1260	1440	1.34	5	0	5

Occupation and wage estimates for the Birmingham area are listed below.

Occupational Title	Est. Employed	Mean Wage	Entry Wage	Experienced Wage
Plumbers	1730	17.65	13.29	19.84

T. Recommendations

1. Complete renovations outlined in this report.
2. Continue to utilize industry feedback to ensure students are entering the field with the proper skills set.

3. Review the need for staff based on space and recruitment.

U. Summary

Based on data from the Office of Institutional Research and Evaluation, the Facilities Department, the occupational employment statistics and informal data compiles by the department, the Plumbing department needs to address the demand from the community and the issues facing the impacted program. As stated, the reason for the program has not been able to meet the need for more course offerings nor reach its full potential is because of the lack of physical space and necessary equipment. Facilities and outside agencies have identified that upgrades to the building would help improve the enrollment and instruction in the program.

The department strategic plan for the next five years includes maximizing existing space in an effort to create new program track offerings. The planning and development of new space and the renovation for the present building will demonstrate a progressive move toward accomplishing the strategic plan.

The department's five year strategic plan includes the implementation of student follow-ups and surveys prior to the completion of the program. This will help instructors with the tracking of our students' job placements, residency, and continuing education both at Lawson State Community College and other institutions.

PLB111	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	1	2	0	0	2	0	0
B	3	8	3	2	3	0	5
C	0	6	0	1	0	0	3
D	0	0	0	0	1	0	3
S							
TOTAL	4	16	3	3	6	0	11
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	3	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	3	0	0	0	0	1
TOTAL	4	19	3	3	6	0	12
%							
PASS	100	84.21053	100	100	100	#DIV/0!	91.66667

PLB112	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	2	0	0	0	2	2
B	3	10	2	0	2	6	5
C	0	6	0	1	1	1	3
D	0	0	0	0	0	0	1
S							
TOTAL	3	18	2	1	3	9	11
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	3	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	3	0	0	0	0	1
TOTAL	3	21	2	1	3	9	12
%							
PASS	100	85.71429	100	100	100	100	91.66667

PLB113	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	4	1	2	2	0	3
B	2	10	0	0	2	0	3
C	0	6	0	0	0	0	1
D	0	0	0	0	1	0	2
S							
TOTAL	2	20	1	2	5	0	9
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0

W	0	3	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	3	0	0	0	0	1
TOTAL	2	23	1	2	5	0	10
%							
PASS	100	86.95652	100	100	100	#DIV/0!	90

PLB115	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	1	0	4	1	0	3
B	3	13	1	1	1	0	4
C	0	8	0	2	2	0	1
D	0	0	0	0	0	0	1
S							
TOTAL	3	22	1	7	4	0	9
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	5	0	0	0	0	1
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	5	0	0	0	0	1
TOTAL	3	27	1	7	4	0	10
%							
PASS	100	81.48148	100	100	100	#DIV/0!	90

PLB116	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	2	0	4	0	0	5
B	8	3	1	4	1	0	4
C	5	0	0	3	1	0	3
D	0	0	0	0	0	0	0
S							
TOTAL	13	5	1	11	2	0	12
F	0	0	0	1	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	2	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	3	0	0	0
TOTAL	13	5	1	14	2	0	12
%							
PASS	100	100	100	78.57143	100	#DIV/0!	100

PLB117	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	1	0	1	2	0	0

B	6	5	0	1	3	0	2
C	5	7	0	1	1	0	0
D	0	0	0	0	1	0	0
S							
TOTAL	11	13	0	3	7	0	2
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	3	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	3	0	0	0	0	0
TOTAL	11	16	0	3	7	0	2
%							
PASS	100	81.25	#DIV/0!	100	100	#DIV/0!	100

PLB118	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	1	2	3	0	0	3
B	9	4	0	2	0	0	5
C	5	0	0	5	2	0	2
D	0	0	0	1	0	0	0
S							
TOTAL	14	5	2	11	2	0	10
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	2	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	2	0	0	0
TOTAL	14	5	2	13	2	0	10
%							
PASS	100	100	100	84.61538	100	#DIV/0!	100

PLB121	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	0	0	0	0	0	0
B	6	0	0	0	0	0	0
C	5	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S							
TOTAL	11	0	0	0	0	0	0
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S	0	0	0	0	0	0	0

TOTAL							
TOTAL	11	0	0	0	0	0	0
%							
PASS	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

PLB211	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	1	0	3	1	0	4
B	0	2	5	1	1	0	4
C	0	0	6	2	1	0	4
D	0	0	3	0	0	0	0
S							
TOTAL	0	3	14	6	3	0	12
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	0	0	0	0
TOTAL	0	3	14	6	3	0	12
%							
PASS	#DIV/0!	100	100	100	100	#DIV/0!	100

PLB212	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	2	0	1	4	0	0
B	0	0	11	2	4	0	3
C	0	0	6	2	3	0	1
D	0	0	3	0	0	0	0
S							
TOTAL	0	2	1	5	11	0	4
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S							
TOTAL	0	0	0	0	0	0	0
TOTAL	0	2	1	5	11	0	4
%							
PASS	#DIV/0!	100	100	100	100	#DIV/0!	100

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**INSTRUCTIONAL
PROGRAM REVIEW**

Evaluation Guide

Division of Instructional Services

This checklist is to validate that the program review addressed these items directly or indirectly. It is not to serve as the program review. It is only a tool for evaluating that which is in the program review document.

PART ONE

CENTRALITY OF PROGRAM TO THE INSTITUTION'S MISSION AND GOALS. The mission, planning principles, goal statement, and items addressed in the **Institutional Management and Strategic Plans** reveal the philosophical basis for a program with regard to education and learning. The narrative of each program review must address how the program under review relates to the fulfillment of the institution's role and mission.

1. Is the program consistent with the mission of the college? Yes
2. Did the program meet its goals and objectives last year? Yes
3. Does the program provide lifelong learning opportunities? Yes
4. Does the program prepare students for employment or advancement? Yes
5. Upon COC/SACS accreditation will the program remain a non-transfer, occupational program? Yes
6. Does the program assist students in achieving professional and personal goals? Yes
7. Does the program provide customized, non-credit training for business and industry? No
8. Does the program have articulation agreements with 100% of the secondary programs in the college's service area? Yes
9. Are relevant and current practices of the occupation(s) taught in the program? Yes
10. Are all course standards/competencies complete? Yes
11. Are employability skills adequately integrated into the program? Yes
12. Are students meeting Work Keys Skill levels? Yes
13. If not, is the instructor's plan adequate to reach the 78% target level of performance for each of the skill areas? Yes

Comments: _____

PART TWO

VITALITY OF THE PROGRAM. Vitality refers to the activities and configuration of a program including recruitment, advising, etc. These characteristics document the program's potential for continuing effectiveness and efficiency. Vitality is measured by a program plan of evaluation focusing on goals, clientele served, nature of educational offerings, methods employed to deliver the program, and the use of resources.

1. Is there a variety of instructional materials, methods and technologies used in the program? Yes
2. Are there certification, licensure, or other regulatory requirements for occupations relevant to the program? No
3. Are there optional certification or licensure examinations available in occupations relevant to the program? No
4. Is the success rate for students on licensure/certification exams at or above the 80% success rate for each of the past three years? N/A
5. Does student input effect program change? Yes
6. Does the advisory committee represent a cross-section of the appropriate business and industry community? Yes
7. Based on the number of new enrollees each year is the program growing? Yes
8. Does the program meet viability standards (7.5 graduates per year)? No
9. During the past three years, are there graduates of each award offered by the program? Yes
10. Does the program have a 50/50 ratio of completers to leavers? No
11. Has the student retention rate increased over the past three years? Yes
12. Does the program have an annual in-field, job placement rate of 75% or higher for its graduates? Yes

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| 13. | Is the starting hourly wage of graduates appropriate for the award? | Yes |
| 14. | Do all instructors take an active role in advising students? | Yes |
| 15. | Is student progress adequately monitored in the program? | Yes |
| 16. | Have curriculum changes occurred over the past two years? | No |
| 17. | Are the admission criteria adequate? | Yes |
| 18. | Does the program have strengths and unique features? | Yes |
| 19. | If program inadequacies, limitations, or deficiencies are found are they being properly addressed? | Yes |
| 20. | Does the following documentation meet college standards? | |
| | Program outline | Yes |
| | Course syllabi (complete set) | Yes |
| | Course standards/competencies (complete set) | Yes |
| | Sample of the lesson plans | Yes |
| | Sample of student competency progress chart(s) | Yes |
| | Advisory committee minutes (two from the previous year) | Yes |
| 18. | Are the appropriate instructional demographic data provided? | Yes |

Comments: _____

PART THREE

DEMAND FOR PROGRAM. Demand for the program reflects the need for the program measured by student demand as well as society as a whole. Societal components might include world of work, social development, cultural advancement, and useful activities for graduates after completion. The demand component should focus on current and future demand for the program over the next four to seven years.

1. Is there a demand for the program?
Yes

2. Is the demand for the program expected to increase over the next four to seven years?
Yes

Comments:

PART FOUR

EFFECTIVE USE OF PROGRAM RESOURCES. Effective use of resources includes, but is not limited to, financial support, use of facilities (including library, laboratory, and computer equipment), support services, and human resources in the form of faculty and staff. Efficiency factors would include variables such as the following:

- 1. Has each instructor met minimum loading standards each term for the past three years? Yes
- 2. Are room usage, capacity, and conditions adequate for the program? Yes
- 3. During a typical week are the rooms used at least 75% of the time? Yes
- 4. Are the facilities satisfactory for instructional use? Yes
- 5. Are the facilities and instructional equipment current? No
- 6. Is there an active evening/weekend program? N/A
- 7. Is there consistency between day and evening courses? Yes
- 8. Are all classes for the certificate, diploma or associate degree offered in a timely manner for evening/weekend students? Yes
- 9. Are there short-term, non-credit educational opportunities offered through the program? No
- 10. Are books and materials in the library/learning resource center integrated into the curriculum? Yes
- 11. Do instructors recommend college services and activities? Yes
- 12. Does the department offer appropriate services and activities to ensure student success? Yes
- 13. Have all instructors participated in professional development activities, seminars, or continuing education courses? Yes

Comments:

PART FIVE

UNIQUENESS OF THE PROGRAM. Unique programs are those with special characteristics, special populations, or special market niches.

- 1. Is this a singular program? Yes
- 2. Is there an adequate plan to promote the unique qualities of the program? Yes
- 3. Are there student populations with special needs served by the program? Yes
- 4. Does the program need modifications to better serve the needs of special student populations? Yes
- 5. Does the program meet the 12% target for nontraditional student enrollment? Yes
- 6. Does the program utilize unique instructional techniques? Yes
- 7. Does the program have unique characteristics and/or activities that enhance the college's image? Yes
- 8. Does the program offer unique clinical, co-op, apprenticeships, internships, or practical application experiences? No
- 9. Do faculty members hold special certifications? Yes
- 10. Is the program certified by an agency approved by the Department of Postsecondary Education? No
- 11. Does the program have a special market niche? Yes
- 12. Do the instructors have an appropriate plan to improve program marketability? Yes
- 13. Do the instructors have an appropriate plan to modify the program based on future technological changes? Yes

Comments:
