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# Program Review Guide

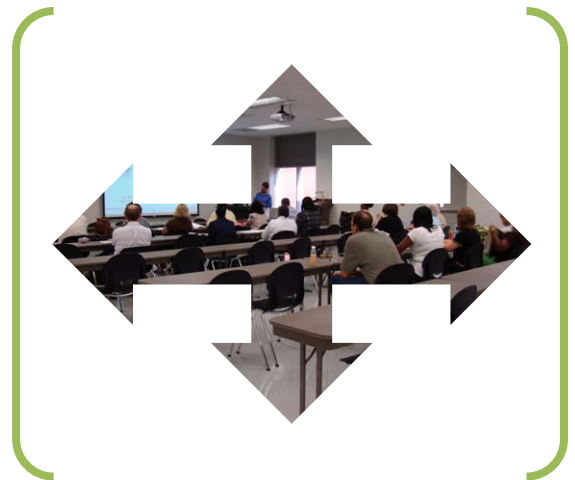
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Lawson State  
Community College

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Division of Instructional  
Services

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# **Lawson State Community College**

## **Instructional Program Review**

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## Lawson State Community College Instructional Program Review

The *Program Review* process for Lawson State Community College (LSCC) encompasses many entities and institutional reports. By State Law, the College must conduct an annual review of 20% of approved academic programs. In the Institutional Management Plan (IMP), the College must provide a schedule for programmatic reviews and a summary of findings for the reviewed programs. This document addresses the purpose of the program review, the outline for the program review, identification of data elements, schedule for programmatic reviews, and an overview of the *Institutional Management Plan* as mandated by state Board Policy 905.01

### Purpose

Program review is part of LSCC's institutional effectiveness process and its purpose is to support the continuous improvement of curriculum programs. The process is designed to be inclusive of the annual unit plan and various data elements and reports. Annually, the Vice President for Instructional Services in conjunction with Office of Institutional Research coordinates the review of the College's instructional programs to assess centrality of the program to the institution's role and mission, program vitality and demand, use of resources, and uniqueness. Recommendations, suggestions, and commendations are made, if needed, for each program reviewed. The report addresses issues of quality and quantity through the analysis of both quantitative and qualitative data, and discusses performance in relation to the past five years and looking ahead to the next five years and beyond. Program review is a process of reflection, study, and analysis conducted by the professionals within an organizational sub-unit (department, program, discipline, or service unit) and others related to it, for the purpose of improving program quality, effectiveness, and efficiency. The process is comprehensive, focusing on all major aspects of the program, and conducted as part of an on-going system for continuous improvement:

- Collecting and presenting data to support institutional effectiveness, planning and evaluating, and budgeting processes/procedures;
- Documenting program strengths and weaknesses and recommendations for improvement;
- Utilizing the results to provide continuous improvement; and
- Meeting program review requirements Alabama Department of Postsecondary Education and Commission Colleges of the Southern Association of Colleges and Schools.

## Program Review Outline

The following are data to be included in the program review reports:

- A. Introduction: Purpose/Description of program
- B. Role of the Program/Department to the Mission of the College
- C. Goals and Objectives and Critical Success Factors
- D. Strengths and Weaknesses, Observations, Threats
- E. Majors: The number of majors –demographics
- F. Curriculum: Descriptive narrative of curriculum and modifications, if any
- G. Faculty: Assessment of Current faculty and needs projection
- H. Library: Resources available, Number of requests for resources,
- I. Annual operating cost (defined as state funds for supplies, travel, salaries, and fringes, equip. repairs, software, service contracts, etc.) or a copy of budget
- J. Annual equipment expenditures (state and federal funds used to purchase equipment)
- K. Physical facilities and space utilization
- L. Enrollment - annual unduplicated and duplicated headcounts
- M. Annual FTE (full time equivalency)
- N. Certification/licensure exam pass rates (if applicable)
- O. Advisory Committees: Names and contact information, and dates of advisory committee meetings, samples of minutes
- P. Graduate survey results showing reasons for enrolling, if goal(s) were achieved, reasons for not completing educational goals(s).
- Q. Early leaver/non-returning survey results citing reasons for enrolling, if goal(s) were achieved, reasons for not completing educational goal(s)
- R. Employment Data: Employment status of graduates; employer satisfaction with graduates
- S. Number of portfolios completed for graduating students
- T. Graduate satisfaction with academic program and college
- U. Early leaver/non-returning student satisfaction with academic program and the college
- V. Performance of college transfer students
- W. Status of action plans from previous year
- X. Current program plans including a list of program strengths, weaknesses, recommendations and action steps for improvement.
- Y. Other data pertinent to improvement of the program
- Z. Recommendations
- AA. Summary (To be used in Institutional Management Plan)

## **Timeline for Reviews:**

The review process is initiated fall semester and completed early in spring semester; however, data is collected throughout the year.

**September - October:** The vice president for instructional services and personnel from institutional research initiate the process by compiling program data and preparing a draft of the program review outline for each curriculum area.

**October** – The *Career Technical Education Report* and the *Institutional Management Plan* are due into Alabama Department of Postsecondary Education.

**November - December:** a memorandum (with a copy to the vice president of instruction) and drafts of the program review outlines are forwarded to the respective deans, department chairs and lead faculty. Deans, department chairs and lead faculty develop their outlines and, based on trends and departmental needs, document progress on action plans since the last review and update the strengths, weaknesses, recommendations and action plans for the current year. The review outlines are approved by the deans and the vice president for instruction and are returned by the deans to the Office of Institutional Research for publication.

**February:** Final reports are prepared for publication by Office of Institutional Research and placed on the Global Suite and/or disseminated throughout the College. .

**March- April:** Program improvements requiring additional resources should be included in the budget planning process and presented at budget hearings.

**May - September:** Annually, each program updates/prepares a detailed annual unit plan that includes three to five measurable objectives that will help the program and the college meet improvement goals.

## Schedule of Program Reviews

(Twenty percent of all programs must be formally reviewed each year as required by State Board Policy 905.01).

Name of Program to be Reviewed	*CIP Code	Year of Proposed Review	Date of Last Review
Accounting	52.0302	2005-06	2001-02
Air Conditioning/Refrigeration	15.0501	2010-11	2004-05
Auto Body	47.0603	2008-09	2003-04
Automotive Mechanics	47.0604	2008-09	2003-04
Automotive Technology	15.0803	2008-09	2003-04
Banking	52.0803	2005-06	2001-02
Barbering	12.0402	2007-08	2002-03
Building Construction	46.0499	2006-07	2001-02
Business General	52.0101	2010-11	2003-04
Business Administration	52.0201	2010-11	2003-04
Cabinet Making	48.0703	2008-09	2003-04
Carpentry	46.0201	2005-06	2001-02
Child Development	20.0201	2009-10	2003-04
Clerical	52.0408	2009-10	2003-04
Commercial Art	50.0402	2007-08	2002-03
Commercial Foods	20.0404	2005-06	2001-02
Commercial Sewing	20.0303	2008-09	2003-04
Computer Science	11.0101	2005-06	2001-02
Consumer Electronics	47.0101	2009-10	2003-04
Cosmetology	12.0403	2007-08	2002-03
Criminal Justice	43.0107	2005-06	2001-02
Dental Assisting	51.0601	2007-08	2002-03
Diesel Mechanics	47.0605	2008-09	2003-04
Drafting and Design	48.0101	2005-06	2000-01
Electrical	46.0302	2007-08	2001-02

Electronics Engineering	15.0303	2007-08	2001-02
Emergency Medical Services	51.0904	2009-10	2003-04
Fashion Merchandising	52.1902	2007-08	2001-02
Fire Science	43.0202	2008-09	2002-03
General Studies	24.0102	2009-10	2003-04
Graphics and Printing	48.0201	2005-06	2001-02
Home Health Aide	51.1615	2009-10	2003-04
Horticulture	01.0603	2006-07	2001-02
Industrial Electronics	47.0105	2010-11	2004-05
Industrial Maintenance	47.0303	2010-11	2004-05
Insurance Marketing	52.1908	2010-11	2003-04
Interior Design	19.0605	2009-10	2003-04
Liberal Arts and Sciences (AA)	24.0101	2009-10	2003-04
Management and Supervision	52.0101	2007-08	2001-02
Masonry	46.0101	2010-11	2004-05
Nursing Assistant	51.1614	2006-07	2001-02
Nursing (RN)	51.1601	2006-07	2003-04
Occupational Technologies (AOT)	30.9999	2009-10	2003-04
Office Administration	52.0401	2006-07	2001-02
Plumbing	46.0501	2006-07	2001-02
Practical Nursing	51.1613	2006-07	2002-03
Radio and TV	10.0104	2008-09	2003-04
Real Estate	52.1501	2005-06	2001-02
Social Work	44.0701	2006-07	2001-02
Welding	48.0508	2010-11	2004-05

**\*Use 2000 edition of CIP codes.**

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year AFTER the review is completed.

**The list below is a group of data elements that should be used in completing the program review; however, this list is not exhaustive. Other local, regional and national data comparisons should be utilized in order to conduct a most effective review.**

- Unit Plans
- Enrollment Data
- Student Demographics
- Institutional Fact Books
- High School Articulation Agreements
- WorkKeys Skill Assessments
- Graduation Data
- Departmental Facts
- Job Placement Statistics
- External Agreements
- Contractual Agreements
- Student Portfolios
- Graduation Data-Follow-Up Surveys
- Employer Satisfaction Surveys
- Job Placement Rates
- Licensure Passage Rates
- Certifications
- Advisory Boards Minutes/Reports
- Departmental Planning Meeting
- Course Syllabi
- Curriculum Committee Minutes
- Annual Report
- College Accountability Performance Profile (CAPP)
- Grade Distributions Analysis

# **The Alabama College System 2005-2006 through 2007-2008 Institutional Management Plan**

## **Overview**

The Alabama College System is committed to providing quality educational opportunities for the people of the state and to enhancing economic development and the quality of life for the citizens of Alabama. The commitment to quality and accountability is embodied in the concept of the Model College. The Model College is based on quality standards and performance indicators that guide the planning and evaluation processes at the community and technical colleges while respecting and valuing the individual mission and goals of each institution. It is the responsibility of the college to demonstrate, through its planning and evaluation process, the use of results to improve performance and to enhance the quality of its educational programs and administrative and student support services. This process must involve broad representation of institutional personnel and the community. Although the style and format of planning and evaluation is not standardized, each college will provide evidence of this process to the Alabama Department of Postsecondary Education (ADPE) through two common planning documents, the Institutional Management Plan (IMP) and the College Accountability Performance Profile (CAPP).

The Institutional Management Plan will involve a three year planning and evaluation cycle with the first year being primarily planning and the second and third years being primarily evaluation and improvement.

During the first year of the cycle, colleges will report on their plans for change or improvement in various college components.

During years two and three, colleges will not only provide evidence of evaluation, but also demonstrate how the evaluative results are being used for improvement.

## **Common Elements of the Institutional Management Plan**

**In accordance with conditions of the Partial Consent Decrees, the Chancellor shall direct the President of each two-year college to prepare and submit an Annual Institutional Management Plan that will include plans for reorganizations, lateral transfers, and use of part-time and temporary employees.**

The following sections describe a standardized summary assisting the college with planning and evaluation and enabling ADPE to compile selected planning data for internal and external use on the basis of common elements.

### I. Organization and Administration

- A. Enrollment Goals
- B. Organizational Structure
- C. Personnel
- D. Accreditation Information

### II. Instructional Programs

- A. Viability Criteria
- B. Inactive Program Status
- C. New Program Development
- D. Schedule of Program Review
- E. Summary of Program Review

### III. Developmental Studies

### IV. Learning Resources and Technology

- A. Distance Learning
- B. Management Information

### V. Student Services

### VI. Financial and Physical Resources

### VII. Workforce Development and Adult Education

### VIII. Exemplary Programs, Services, and Projects

### IX. Institutional Effectiveness

### X. Support



**INSTRUCTIONAL  
PROGRAM REVIEW**

**Evaluation Guide**

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

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

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

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

### 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   
No
  
2. Is the demand for the program expected to increase over the next four to seven years?  
Yes  No

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

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Program Review Checklist  
Status Report  
6/29/08**

	<b>Programs</b>	<b>Completed</b>		<b>Status</b>	<b>Supervisor</b>
<b>2005-2006</b>	Accounting	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Milton
	Banking	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Milton
	Carpentry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Completed	Sledge
	Drafting/Design	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Murray
	Criminal Justice	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Completed	McCullum
	Commercial Foods	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Completed	Sledge
	Graphic/Print Press	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Sledge
	Real Estate	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Milton
<b>2006-2007</b>	Building Construction	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Completed	Sledge
	Nursing Assistant	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Reaffirmation Report 2007	Marable
	Nursing (RN)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Reaffirmation Report 2007	Marable
	Horticulture	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
	Office Administration	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partial-Reaffirmation Report 2007	Milton
	Social Work Technician	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Completed	McCullum
	Plumbing	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
<b>2007-2008</b>	Barbering	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
	Dental Assisting	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Reaffirmation Report 2008	Marable
	Electrical Technology	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
	Commercial Arts	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
	Electrical Engineering	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Past Due	Murray
	Fashion Merchandising	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Under Review	Sledge
	Business- Management and Supervision	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Reaffirmation Report 2007	Milton
<b>2008-2009</b>	Auto Body				Murray
	Auto mechanics				Murray
	Automotive Technology				Murray
	Cabinet Making				Sledge
	Commercial Sewing				Sledge
	Diesel Mechanics				Murray
	Fire Science				Marable
	Radio and TV				Sledge

## Alabama State Board of Education

POLICY NAME: **903.01: Institutional Effectiveness: Instructional Program Review**

EFFECTIVE: 03-24-05

SUPERSEDES: 903.01 issued 1994

SOURCE:

CROSS REFERENCE:

### **1. Instructional Program Review**

The instructional programs of each institution shall undergo instructional review as defined within this policy. Each major program shall be reviewed at least once every five years, and more often if the effectiveness or efficiency of the program is impaired.

### **2. Levels of Program Review**

The instructional program review for the institutions shall include the following levels:

Level I: A statistical review of pre-determined indices as defined by the Chancellor shall be completed by the Department of Postsecondary Education and distributed to the institutions on an annual basis.

Level II: A qualitative review of each instructional program shall be conducted by each institution during a five-year cycle. Individual instructional program reviews may be required more frequently if warranted by the result of the Level I review or the impaired effectiveness or efficiency of the program. The Chancellor shall provide each institution with minimum standards for review, as well as appropriate procedures and forms on which to submit the findings of the review.

Level III: A system-wide review of a specific instructional program or programs shall be initiated by the Chancellor predicated upon the findings of instructional program reviews at Levels I and II. The Chancellor may, however, use other factors to determine the need for a Level III instructional program review. This instructional program review shall be conducted according to procedures as defined by the Chancellor.