

### **3.15 Program Evaluation and Evaluation of Special Areas of Study**

Program evaluation is the assessment of how well a program of study leading to a degree or certificate actually meets its own stated objectives as well as how well it responds to identified state, system, and institution objectives and needs. Evaluation of special areas of study is also important for those disciplines which form an important part of the community college curriculum (for example, general education areas such as mathematics, English, or history), but which do not have an associated occupational degree program.

On July 24, 2000, the Board of Trustees authorized colleges, effective the 2000-2001 academic year, to pilot the program review process developed by Gateway Community College as part of the 21<sup>st</sup> Century Best Practices, Academic Models, in lieu of the process then authorized by Board of Trustees' policy, with the statement that at the conclusion of the pilot, the system would recommend a permanent revision to existing policy. Having piloted that process for five years, the following revised process for evaluation of degree programs and areas of study has been designed:

#### **I. Evaluation Standards**

The assessment process will use the *Critical Success Indicators, Measures, and Standards for Programs* (for degree programs) or *for Disciplines* (for areas of study not leading to a degree). The critical success indicators, measures and standards for successful program operation have been developed to support NEASC requirements, the system's goals, and each college's goals and objectives. Identified Critical Success Indicators include:

- I. Program (or Discipline) Mission
- II. Program (or Discipline) Design
- III. Program (or Discipline) Outcomes
- IV. Program (or Discipline) Resources
- V. Program (or Discipline) Support Services

The complete text of the *Critical Success Indicators, Measures and Standards for Programs* and *for Disciplines* follows Section 3.15.

#### **II. Schedule**

Each program or discipline will perform a full program or discipline review every five years, on a schedule to be developed at each college by the President and Academic Dean/Chief Academic Officer.

#### **III. Procedure**

The procedure for implementing Program (Discipline) Review includes: 1) selecting programs (President and Academic Dean/Chief Academic Officer); 2) orienting program

coordinators/department chairs and other appropriate faculty (Academic Dean/Chief Academic Officer); 3) writing the self-study (Program Coordinator or Department Chair, and faculty in the program or discipline); 4) gathering and documenting evidence (Program Coordinator or Department Chair and faculty in collaboration with the College's Director of Institutional Research); 5) reviewing with College President and Academic Dean/Chief Academic Officer; 6) selecting a visiting team and arranging a visit by the review team; 7) reviewing the recommendations of the visiting team; 8) developing the action plan; 9) annually updating the status of the action plan (Note: steps 6-9 involve discussion between the Department Chair or Program Coordinator, faculty, and the Academic Dean/Chief Academic Officer, with final approval of each step by the President and Academic Dean/Chief Academic Officer).

Colleges may substitute for this system the results of program evaluations performed by national or state licensing or accreditation agencies, such as those for specialized professions.

### **III. Instrument to be Used for Self-Study Portion of Process**

Each college must use an assessment instrument that ensures an appropriate, in-depth evaluation in relation to each standard in the *Critical Success Indicators, Measures, and Standards* for the program or discipline. The System Office will maintain and make available sample appropriate instruments to be used in gathering the information needed to make the assessment, including, but not limited to, the original System model; the Gateway model piloted between 2000 and 2005; and variations piloted at Manchester Community College and Northwestern Community College in 2005-06. The President and Academic Dean/Chief Academic Officer of each college will determine which assessment instrument best suits the college needs.

The sample instruments, and a detailed explanation of the program and discipline review process, will be maintained on the System Office website.

### **IV. Outcomes of the Program (Discipline) Review Process**

A. Each program (discipline) review process will result in an Action Plan (to be approved by the President and Academic Dean/Chief Academic Officer) including how the program (discipline) plans to address each of the concerns and opportunities the self-study process (including the report of the visiting team) has identified.

C. Each program (discipline) will update its Action Plan on an annual basis, based on the achievements and changes of the previous year, and submit the update to the College's Academic Dean/Chief Academic Officer for review, discussion and approval. Updated Action Plans will form part of the basis for the College's strategic planning initiatives.

(Adopted **February 26, 2007**,  
replacing Policy 3.15 adopted July  
24, 2000, Policy 3.15.1 adopted  
September 13, 1976, and amended

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES  
PROGRAM REVIEW**

**CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS**

**I. PROGRAM MISSION**

***I.1 Mission Statement***

- I.1a. Programs establish missions and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)
- I.1b. Planning guides continuous program improvement. (NEASC 2.2 4.9) (delete 4.4)
- I.1c. Programs determine and document ongoing program need. (NEASC 4.9)( delete 4.2)

***I.2 Professional Accreditation***

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

**II. PROGRAM DESIGN**

***II.1 Admission and Program Policies***

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

***II.2 Completion Requirements***

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

***II.3 Curriculum***

- II.3a. Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. (NEASC 4.1)
- II.3b. Learning outcomes and skill standards required by the workforce are documented. (NEASC 4.3,4.4 ) (delete 4.18)

***II.4 Linkages, External Agreements and Affiliations***

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

***II.5 Instruction***

- II.5a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (delete NEASC 10.1)
- II.5b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 5.15 ) (delete 4.29)
- II.5c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC5.16 (delete 4.30)
- II.5d. Instructional methodologies support nontraditional delivery.

**III. PROGRAM OUTCOMES**

***III.1 General Education***

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

III. 1 b. Associate degree program graduates demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. (NEASC 4.18)

### **III.2 Student Completion**

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

### **III.3 Graduate Employment**

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

### **III.4 Customer Satisfaction**

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

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

### **III.5 Licensure and Certification Exam Reports**

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

## **IV. PROGRAM RESOURCES**

### **IV.1 Faculty**

IV.1a. The number of faculty is adequate to support the program. (NEASC 5.3) (delete 4.2)

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

IV.1c. Programs provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 5.12) (delete 4.31)

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

### **IV.2 Budget Adequacy**

IV.2a. Budget is adequate to support the program. (NEASC 4.3, 9.1) (delete 4.2)

## **V. PROGRAM SUPPORT SERVICES**

### **V.1 Library and Other Learning Resources**

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

V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2, 7.7)

V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.5, 7.8) (delete 7.4)

### **V.2 Instructional Support**

V.2a. Equipment and facilities meet current technology standards and are adequate to support the program. (NEASC 8.1, 8.2)

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

### **V.3 Information/Educational Technology Resources and Systems**

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

### **V.4 Student Development Services**

V.4a. Student development services support student success. (NEASC 6.8) (delete 6.1)

**V.5 Advisory Committee**

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

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES**  
**DISCIPLINE REVIEW**

**CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS**

**I. DISCIPLINE MISSION**

***I.1 Mission Statement***

- I.1a. Discipline establishes mission and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)
- I.1b. Planning guides continuous discipline improvement. (NEASC 2.2, 4.9 ) (delete 4.4)
- I.1c. Discipline complements/supports enrollment in other college programs.

**II. DISCIPLINE DESIGN**

***II.1 Curriculum***

- II.1a. Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)
- II.1b. Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.3, 4.4) (delete 4.18)
- II. 1 c. For disciplines whose courses form part of the general education requirements for associate degree programs, the curriculum clearly and directly addresses one or more of the goals of general education (written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy; knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.)(NEASC 4.18)

***II.2 Linkages, External Agreements and Affiliations***

- II.2a. Disciplines have external agreements with schools and universities.

***II.3 Instruction***

- II.3a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)
- II.3b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 5.15) (delete 4.29)
- II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 5.16) (delete 4.29)
- II.3d. Instructional methodologies support nontraditional delivery.

**III. DISCIPLINE OUTCOMES**

***III.1 Identification of students in the discipline***

- III.1a. Student enrollments in discipline courses is adequate.

***III.2 Student Completion***

- III.2a. Course completion rates demonstrate discipline need and discipline effectiveness.
- III.2b. Students progress satisfactorily to upper-level courses.

***III.3 Customer Satisfaction***

- III.3a. Disciplines measure and document student satisfaction.

**IV. DISCIPLINE RESOURCES**

***IV.1 Faculty***

- IV.1a. The number of faculty is adequate to support the discipline. (NEASC 5.3 (delete 4.2))
- IV.1b. Faculty meet competency requirements for teaching in the discipline area. (NEASC 5.2)
- IV.1c. Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 5.12) (delete 4.31)  
Full-time discipline faculty participate in professional development activities each year. (NEASC 5.12)

**IV.2 Budget Adequacy**

- IV.2a. Budget is adequate to support the discipline. (NEASC 4.3) (delete 4.2, 9.1)

**V. DISCIPLINE SUPPORT SERVICES**

**V.1 Library and Other Learning Resources**

- V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their discipline. (NEASC 7.1, 7.2)
- V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)
- V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

**V.2 Instructional Support**

- V.2a. Facilities/equipment, and institutional support services meet current technology standards and are adequate to support the discipline. (NEASC 8.1, 8.2)
- V.2b. Facilities and instructional support services are adequate and easily accessible for discipline faculty and students.

**V.3 Information/Educational Technology Resources and Systems**

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

**V.4 Student Development Services**

- V.4a. Student development services support student success. (NEASC 6.8) (delete 6.1)

**V.5 Advisory Committee**

- V.5a. Department/discipline Advisory committee membership reflects diversity of the community.
- V.5b. Department/discipline Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the discipline.