



Northwestern Connecticut Community College

**Program Assessment
For Educational Excellence**

Internal Program Review

Program: _____

Date: _____



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The IPR is divided into four discrete, but interrelated components.

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Section II concentrates on a thorough analysis of program curricula, instructional methodologies, assessment strategies and faculty resources in light of the competitive analysis completed in Section I.

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Section III provides an opportunity to identify the resources available to support student learning and analyze their utilization by students and faculty in the program. These resources can include, but are not necessarily limited to informational resources, integration of technology, facilities and equipment, learning support services, and program finances.

Section IV: *Executive Summary of Findings*

Section IV is an executive summary of the IPR that summarizes the program’s highlights and recommendations for sustaining and enhancing program quality.

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ACADEMIC AFFAIRS MISSION STATEMENT:

NCCC offers the most innovative and responsive education with excellence, distinction and integrated support services empowering learners with the full advantage of open learning opportunities to enhance their lives. (JW, 2004)

ACADEMIC AFFAIRS GOAL STATEMENT:

NCCC promotes a culture of inquiry in which Faculty, Staff and Administration of the College are committed to on-going assessment of institutional effectiveness. NCCC strives to constantly engage in an interconnected cycle of planning and evaluation. Each area of the College identifies performance goals for student success and uses external benchmarks and standards for the development of "best practices" for each critical success factor. The college is committed to evaluating the effectiveness of its services and practices against these standards. The comparative results guide the College in affirming its strengths and continuation of successful practices and in modifying other practices as indicated.

Introduction

Northwestern Connecticut Community College Division of Academic Affairs has initiated an unprecedented review of curricular offerings. As part of NCCC's commitment to meeting the diverse educational needs of Northwest Connecticut, this Internal Program Review (IPR) process will actively engage NCCC faculty and administrators in educational research and consultation with our colleagues in business/industry, community and governmental agencies, higher education, and K-12 public education. It will serve the singular purpose of strengthening the teaching/learning process by insuring that all of NCCC's curricular offerings respond specifically to regional workforce development needs and reflect state-of-the-art currency in instructional design, methodology, and assessment of student achievement.

External agents such as the New England Association of Schools and Colleges and the Connecticut Board of Higher Education continue to demand greater institutional accountability. It is increasingly common for these bodies to impose questionable measures of quality (i.e., loan default rates, retention rates, etc.) to determine the effectiveness of an institution. NCCC's Internal Program Review will demonstrate the College's commitment to insuring the success of every student by engaging in a proactive process of assessing curricular rigor and relevance.

NCCC thanks Quinsigamond Community College for their generosity in allowing the College to use and modify their Internal Program Review document for our purposes of assessment for enrollment growth and improved programs and services.

Goals of Internal Program Review

- Establishing "currency" of programmatic offerings.
- "Benchmarking" the quality of NCCC programs.
- Discussions of outcomes assessment strategies.
- Creating curriculum plans.
- Maximizing support for the teaching and learning process.
- Enhancing support of faculty.
- Expanding the use of technology.
- Upgrading equipment and facilities.
- Projecting future program trends/needs.



Key Features of the Review Process Include

A thorough environmental scan of the local/regional labor market in order to benchmark and fine tune program goals and content to insure the best match with the educational and employment needs of the region, both now and in the future.

An in-depth review of program goals, curriculum structure, and course requirements in light of industry requirements and standards.

Identification of the core or “umbrella” employment competencies and the career/technical competencies.

The development of measurable program objectives, and a comprehensive curriculum plan.

An examination of key institutional supports, such as informational/technology resources, student support services, facilities, and program financing to assure both faculty and students have access to high quality, state-of-the-art resources and services.

A review of faculty needs, credentials, and other related staffing requirements.

A thorough analysis of student outcomes over the most recent three-year period.

An identification of future program goals or strategies to enhance program quality.

Determination of program growth potential (i.e., new certificate or degree options).

Establishment/enhancement of program advisory committees so that membership represents a balance of perspectives, including representation from business and/or labor, community-based organizations, four-year colleges and universities, K-12 public education, and current students or program graduates.

The Process

Every certificate and degree program offered by the College will participate in the Internal Review Process. It is projected that approximately 4-6 programs will be engaged in program review during any given semester. The academic dean in conjunction with division directors developed the recommended schedule for the review cycle. All programs will be reviewed every five years in accordance with the Community Technical College Board of Trustees.

Faculty members, both full and part-time, will be invited to participate in the IPR. The College will commit significant institutional resources to support this endeavor. These include the following:

Assist faculty with the research, compilation, and analysis of the data necessary to complete the IPR, a number of administrative offices will provide technical assistance as needed. These will include:

Administrative Support:

Student/ Enrollment Services, Marketing/Public Relations, Institutional Development, Administration/Finance,
Human Resources

Institutional Research (Environmental scan/institutional data)

Continuing Education

The process of engaging in in-depth program review is both a challenging and rewarding one. The Division of Academic Affairs anticipates that working in a collegial manner, we will discover areas in our approach that will be enhanced through experience. We encourage on-going input and suggestions from everyone involved in the process.

The Internal Program Review

The IPR is divided into four discrete, but interrelated components.



Section I focuses on a competitive analysis based upon regional labor market demand, and other external influences driving community college program development and curricular revision.

Section II concentrates on a thorough analysis of program curricula, instructional methodologies, assessment strategies and faculty resources in light of the competitive analysis completed in Section I.

Section III provides an opportunity to identify the resources available to support student learning and analyze their utilization by students and faculty in the program. These resources can include, but are not necessarily limited to informational resources, integration of technology, facilities and equipment, learning support services, and program finances.

Section IV is an executive summary of the IPR that summarizes the program's highlights and recommendations for sustaining and enhancing program quality.

The complexity, variety, and importance of postsecondary credentials have grown substantially, especially since the 1980s, because the ties between postsecondary institutions and the world of work have grown in the knowledge economy. Access to postsecondary education has become the condition for individual career success and the modal requirement for a globally competitive national workforce. As a result, it is not surprising that the economic functions of postsecondary institutions are becoming more comprehensive. These forces are giving rise to the comprehensive university and the comprehensive community college: As higher education evolves, it increasingly emphasizes the utilitarian economic value of credentialed and non-credentialed knowledge and skill.

Excerpted from *Help Wanted... Credentials Required*, Anthony P. Carnevale and Donna M. Desrochers, 2001.

Section I: Competitive Analysis and Regional Labor Market Demand

1. Market Influences

A. Provide a broad definition of this program's employment sector. List specific knowledge and skills required for employment in this field. What are some of job titles for graduates of this program?

B. Using relevant labor statistics, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years. Please cite the sources that you have used to make these predictions.

Response:

C. Review and analyze the most recent five years of institutional data to determine whether graduates of this program have found employment in their field and/or transferred to a related four-year program in their field within one year of graduation

D. Identify the types of employers that have hired graduates of this program within the last 5 years.

Response:

E. Identify the institutions to which students have transferred to in the last three years.

F. Summary and Analysis: Market Influences

2. Programmatic Currency

A. Describe how the program maintains curricular currency.



B. Describe all the mechanisms in place, both formal and informal, which provide employers (or others outside of the institution) with the opportunity to provide input to the program faculty. This may include, but not be limited to active advisory board involvement; structured feedback through surveys, etc.

C. Describe ways that the College could support program faculty's incorporating more area industry input.

D. Summary and Analysis: Currency

3. The Pipeline: NCCC Feeders

A. Identify all feeders, both actual and potential, (i.e. sources of applicants) to the program.

B. What is profile of current student demographics? This information may be helpful in determining new feeders into the program.

C. List all articulation agreements currently in place in this program (i.e., agreements with local secondary schools, community-based organizations, proprietary schools, etc.).

D. Explain the program's involvement with the area Tech Prep consortia or other educational collaboratives.

4. Role of the Program Advisory Committee

A. Is there an active (meets at least once a year) advisory committee for this program? What is the composition of the advisory committee? How are appointments made to the committee?

B. If possible, cite examples of how committee input has had an impact on the program over the last 3 years.

C. Summary and Analysis: Role of the Program Advisory Committee

Yes, there is an Advisory Committee: _____

Highlight the Advisory Committee's strengths and suggest strategies for improving its overall effectiveness. Identify what, if any, institutional supports or technical assistance might be necessary to assist program faculty in implementing these strategies.

No, there is no Advisory Committee: _____

- Note: If the Advisory Committee has not been active over the last several years, attach a plan for implementing one within the next six months.*

5. Competition, Marketing Strategies, and Enrollment Projections

A. Identify the program's primary competitors

B. Identify NCCC's program strengths and market niche with respect to these competitors. In other words, what makes NCCC's program the first choice?

C. Explain the specific marketing strategies the College has employed with respect to this program over the last three years. Please do NOT list general marketing strategies here. Identify targeted marketing efforts relevant to your program specifically.

D. Describe how program faculty work with the admissions officers to recruit students into the program.

- Response:**

E. Based on analysis of information presented in this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.

F. Summary and Analysis: Competition, Marketing Strategies, and



Enrollment Projections

6. Opportunities for Program Expansion

A. Are there other directions this program might evolve in order to sustain currency and quality? Consider the following categories, but feel free to include other categories in your responses:

- New certificate options within the program
- New concentrations within the program
- Different career ladder options within the program
- New associate degree program possibilities
- Development of modularized courses
- Continuing/professional education in the field (i.e., CEU's, prep for recertification, etc.)
- Distance education course development
- More proactive job placement/ support post-graduation
- Other...

**Section II:
Curriculum, Instruction, Assessment, Program Credentials and Faculty**

1. Foundations of the Program

A. List degree or certificate objectives in measurable terms. (6-8 overall statements)

B. Define expected graduation competencies or student outcomes. Your response should include reference to general education outcomes, employability competencies, and career-related competencies or technical skills. What will the graduate know and be able to do?

C. Describe how the program supports the College's mission and purposes

D. Prepare a draft program mission statement.

E. Summary and Analysis: Foundations of the Program

2. Curriculum

A. Based on the analysis of regional labor market needs, evaluate the current curriculum strengths and identify those areas that you believe require enhancement.

B. Include the proposed curriculum for each of the current or proposed options in the program.

C. Describe the rationale for the course sequence in the revised program. A rationale of course sequence should be provided for the specific program related courses, the general education courses, electives, etc.

D. Does the curriculum incorporate research, "writing across the curriculum" on-line or blended learning?

E. Does the program structure provide students with at least one elective choice? Internship/practicum/or field work?

3. Relevance of Instructional Methodologies, Assessment Strategies and Program Credentials

A. Summarize the INSTRUCTIONAL METHODOLOGIES utilized in the program. What are the strengths and challenges of these methodologies?



B. Provide recommendations for additional methodologies that would enhance students' learning. Are there additional ways in which instructional technology could enhance students' learning? Options for distance learning? How can the College support these efforts.

C. Please provide a detailed ASSESSMENT plan outlining the methodologies used for on-going student assessment and final outcome assessment.

(Include the assessment chart here)

- Student work samples
- Student portfolios
- Capstone projects
- Laboratory activities
- Presentations
- Panel discussions
- Seminars or interdisciplinary projects
- Juried review of students projects
- Performance on case study / problem

Tests:

- **Multiple Choice**
- **Essay**
- **Other**_____

D. List any appropriate professional accreditation or licensure for this program that the College should pursue. (e.g., industry certifications, professional associations, etc

E. What changes, if any, might need to be considered to foster enhanced program quality?

Circle any of the following, but you need not limit your response:

1. change in admission requirements
2. inclusion of an internship or other work-based learning experience
3. introduction of 1 or 2 electives to allow students to self-select learning opportunities
4. development of a capstone course to synthesize the learning experience
5. varied instructional methodologies
6. enhanced assessment of student competencies
7. better integration of technology applications
8. specific instructional aides/software etc.
9. more coordination of faculty efforts, including the possibility of more full-time faculty
10. attainment of program accreditation, certification, or licensure

F. Recommendations

4. Program Growth Opportunities

A. In your opinion, what should be the common core curriculum? Please explain your answer.

B. Describe all potential areas for program growth. Include, but do not limit your response to the following:

1. Career Ladder Potential
2. New Degree or Certificate Options
3. Professional/Continuing Education Opportunities
4. Professional Recertification Preparation/Testing
5. Flexible Delivery Options
6. Enhanced Instructional Methodologies



- 7. Improved Assessment of Student Competencies
- 8. Distance Learning Course Development
- 9. Interdisciplinary courses.
- 10. Scheduling adjustments
- 11. Learning communities/cohorts

C. Recommendations

Response:

5. Student and Program Assessment (Review relevant data over last five year period.)

Student Statistical Data

A. What have been the incoming students' average scores on NCCC placement tests each year for the last five years?

Response:

B. Track the average earnings of program graduates each year for the three years immediately following graduation.

Response:

Program Statistical Data

Provide a summary of the program's enrollment patterns over the last five years.

Response:

C. Indicate the program retention rate over the same period.

Note: Consider two cohorts: Fall to Spring (same year); Fall to following Fall (one year).

Response:

2003	F	S
2004	F	S
2005	F	S

D. Determine the average number of semesters it takes for students to complete the program.

Response:

E. Define indicators of program quality. Describe specific strategies used to assess the success of the program in achieving its stated objectives.

Response:

6. Faculty

A. Is the current faculty able to adequately address the instructional needs of all courses, both general and specialty, in the program?

Response:



B. Is institutional support for faculty professional development? If yes, please explain the kind of programs, education, workshops, conferences attended and association memberships.

Response:

C. Over the last five years, what has been the ratio between full-time and part-time faculty within this program?

Response:

D. Describe how adjunct faculty are integrated into the existing program.

Response:

E. Should the College employ additional full or part-time faculty in this discipline? Provide a detailed rationale.

Response:

F. Describe how all faculty members contribute to curriculum development and overall program cohesiveness. Do ALL faculty members, both full and part-time have an opportunity to contribute to curriculum development?

Response:

G. Does the current level of support staff meet the needs of the program faculty? Yes ___ No ___

Response:

H. Do program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry or community-based organizations on such activities as curriculum development, work-based learning, or professional development? Please cite examples from most recent three-year period. If no active collaboration at this time, please comment on how this type of collaboration might enhance the program. In what ways could the College provide faculty support in this area?

Response:

I. Faculty Recommendations

Section III: Institutional Support and Other Program Resources

1. Program Supports

(Please note: Use this section to reflect upon what institutional supports would be useful and why.)

A. Provide recommendations for new or additional marketing or recruitment strategies.

Response:

B. What linkages with business, community-based organizations, other colleges and universities, or K-12 public schools exist

Response:

C. Provide suggestions for improved program linkages. What, if any, assistance do the program faculty need in order to facilitate these linkages effectively?



Response:

D. Does the program have appropriate equipment to meet the instructional demands of the program? (e.g., medical equipment, laboratory supplies, computer hardware and/or peripherals)

Response:

E. Recommendations: Program Supports

Response:

2. Academic Supports

A. Are there sufficient instructional/research resources to support student learning in this program?

Response:

B. Are there sufficient technology resources, specifically software and hardware resources? Are these resources available and accessible to students? to faculty?

Response:

C. Provide a list of recommended technology acquisitions (i.e., software, hardware, PC projection units, etc.) Please prioritize this list and identify the immediacy of the priority.

Response:

D. Does the academic area and the student services area provide ample academic support services for students in the program?

Response:

E. Provide recommendations for improved academic support services.

Response:

3. Student Supports

A. How do your students explore career opportunities and prepare to access them?

Response:

B. Do you have any recommendations for enhancing students' career exploration and planning.

C. Are current student support services adequate to support the teaching and learning process? If no, please comment.

Consider:

- Advising Services
- Counseling Services
- Disability Services



- Financial Aid
- Transfer Information
- Other Services (as listed in NCCC catalog)
- Registration Services

D. Provide recommendations for additional services that would be beneficial to your students.

Response:

4. Physical Facilities

A. Are the current physical facilities sufficient from an instructional perspective? If no, explain and provide recommendations.

B. Are the current physical facilities sufficient from a competitive perspective? If no, explain and provide recommendations.

Response:

C. Given enrollment projections, will additional classrooms or laboratories be required? If yes, please specify the requirements and identify immediacy of the need.

5. Program Financing

A. Has the program's funding been sufficient over the last five years? Please explain your response.

B. Provide an analysis of the cost of this program. Be sure to include ALL costs. (For example, costs associated with instructional salaries, space, lost opportunity costs, equipment rentals and/or maintenance, laboratories, etc.

C. Based on your enrollment projections, are there projected increases or decreases in the budgetary requirements of this program over the next three years?

D. Program Financing: Recommendations

SECTION IV:

Executive Summary of Findings

1. *One-page Program Fact Sheet*

In bulleted form, please highlight the following information:

Brief, easy-to-understand description of the employment field. This may include job titles; specific competencies developed in the program or examples of the four-year transfer options, if appropriate. Primarily Admission and Advising will use this as they explain the program to prospective applicants. If this program is one of a number of related programs (such as computer-related), be sure to differentiate among the programs in your description. Highlight the specific features of this program by using appropriate industry jargon and key phrases.

Graduation Competencies; What will the program graduate know and be able to do upon completion of this degree or certificate program?

Unique Features/Benefits of the NCCC Program; What makes our program unique?



Northwestern Connecticut Community College

Academic Affairs

WOW Stories! Anecdotes about student successes, faculty credentials, program features, etc. that will make the program come to life and provide good examples of the quality of the program.

2. *New/Revised Curriculum suggestions; This includes revision to the program description as necessary to reflect curricular changes. (Please check accuracy of course sequencing against established course prerequisites and that all general education requirements are satisfied. Remember all changes are subject to the governance process before adoption.)*
3. *Prioritized List of Program Needs; This list should include faculty, equipment, facility and/or instructional materials. Rank order in terms of immediacy.*

Briefly summarize the program strengths and recommendations for improvement using the outline below.

1. Based on this review, briefly highlight the significant external forces that will guide program design and revision in the next three to five years.
- 2.
3. Recap the strengths or unique features of the proposed curriculum. Briefly describe the program's instructional approaches and assessment methodologies.
4. Emphasize the specific areas targeted for improvement and discuss the anticipated changes recommended to address the concerns.
5. Identify the supports and resources that are needed and are critical to supporting the program's goals.
6. Provide constructive feedback regarding the internal program review. Offer suggestions for improving the process.

Provide a summary of action steps, prioritizing what needs to be done with an estimated timeline for completion. Use the following codes to indicate priority status for each item:

- IP** Immediate Priority (needs immediate attention)
- HP** High Priority (needs attention as soon as possible)
- EP** Essential Priority (needs to happen for program to be successful)

Action Steps	Timeline	Priority Level

Attach required documents.

Thank You for all your hard work on this review.