

DISCIPLINE:
COLLEGE:

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGE
PREPARING FOR THE 21ST CENTURY**

Mission

The Connecticut Community-Technical system's Colleges' mission:

- Our mission is to serve as leaders and partners in the academic, economic, and cultural lives of our communities, providing comprehensive, accessible, innovative, and affordable learning opportunities to diverse populations.

College's Mission

DISCIPLINE:
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**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, 4.4)**
- 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, 4.18)**

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 4.29)**
- II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction. **(NEASC 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 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 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 4.2, 9.1)**

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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. **(NEASC7.4)**

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)**

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 6.1)**

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.

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Discipline Review

COLLEGE IDENTIFIED STRENGTHS

List and comment on the major strengths of the discipline at your college.

DISCIPLINE:
COLLEGE:

Discipline Review

COLLEGE IDENTIFIED WEAKNESSES

List and comment on the major weaknesses or needs for improvement in the discipline at your college.

DISCIPLINE:
COLLEGE:

CONNECTICUT COMMUNITY-TECHNICAL COLLEGES DISCIPLINE REVIEW

I. CRITICAL SUCCESS INDICATOR: DISCIPLINE MISSION

I.1 MEASURE: MISSION STATEMENT

I.1a STANDARD: Disciplines establish mission and goals that are derived from and support the mission of the institution. (NEASC 1.3, 4.2)

1. Does your discipline have a mission statement?
 No
 Yes, *please respond to items 2-5.*
2. State the mission of the discipline.
3. Where is the mission statement published?
4. Describe how the discipline's mission, goals and objectives support the institution's mission.
5. Does the discipline satisfy a unique goal(s) for the institution? Explain.

Recommendations:

I.1b STANDARD: Planning guides continuous discipline improvement. (NEASC 2.2, 4.4)

1. Describe the discipline's participation in the institution's ongoing planning process.
2. Who participates in the planning process? *Explain their roles.*

Constituent	Role
<input type="checkbox"/> Advisory Committee Members (transfer faculty/employers)	
<input type="checkbox"/> Faculty	
<input type="checkbox"/> Students	
<input type="checkbox"/> Others	

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3. What are the measurable goals and objectives of the discipline?

Goals and Objectives

Recommendations:

I.1c. Standard: Discipline complements/supports enrollment in other college programs.

1. How does the discipline complement/support enrollment in other college programs?

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II. CRITICAL SUCCESS INDICATOR: DISCIPLINE DESIGN

II.1 MEASURE: CURRICULUM

II.1a STANDARD: Curriculum is directly related and appropriate to the purpose and goals of the institution. (NEASC 4.1)

Course Enrollment Trends

Course	1999-2000	2000-2001

1. What process is in place to evaluate the continued offering of low enrollment courses?
2. How often are Catalog descriptions of courses in the discipline reviewed for currency?

Supply a copy of the current catalog.
3. How reasonable are course prerequisites?
4. How consistent are courses offered on multiple campuses in content and required skills level?
5. To what extent is the curriculum designed to consider the institutions to which students in the discipline transfer?
6. To what extent have articulation agreements for upper division study been developed?
7. Are students who complete courses in nontraditional formats required to acquire comparable levels of knowledge and competencies as in traditional format courses?
8. How well defined is the process by which course curriculum is developed and reviewed?

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9. To what extent is information from outside sources used, such as comparison of syllabi from transfer institutions?
10. Are procedures in place to ensure that course content is up-to-date and appropriate for the level and goals of each course in the discipline?
11. To what extent does the curriculum identify the minimum skills necessary for each course in the discipline?
12. Is an adequate process (assessment and/or developmental course work) in place to assure that students enrolled can successfully complete discipline course work?
13. Is there an adequate process in place for review of textbooks?
14. To what extent do curriculum outlines demonstrate how each of the general education outcomes is incorporated into the curriculum content? *Provide course outlines as evidence.*
15. Are discipline courses scheduled to meet the needs of day and evening students?
 - Yes
 - No, *please explain:*

Provide discipline's schedule as evidence.

Recommendations:

DISCIPLINE:
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II.1b STANDARD: Learning outcomes and skill standards required by the workforce/transfer institutions are documented. (NEASC 4.3, 4.18)

1. List the competencies that students who complete the discipline are expected to have (***or attach the discipline competency profile***).
2. How are these competencies verified (e.g. tests, portfolios, capstone course, course-by-course, other forms of assessment)?
3. How has your department used results of assessment? What changes have been made to your discipline as a result of the assessment?
4. How does your discipline assess student learning (comprehensive exams, portfolios, special projects, and special assignments)?

Recommendations:

DISCIPLINE:
COLLEGE:

II.2 MEASURE: LINKAGES, EXTERNAL AGREEMENTS AND AFFILIATIONS
II.2a STANDARD: Disciplines have external agreements with schools and universities.

Which of the following linkages and agreements are in place for your discipline?

- Advanced placement
- Course articulation (w/secondary schools)
- Course transfer (w/colleges and universities)
- Credit by exam
- Credit for work experience
- Dual credit/college option
- Tech Prep

Other, *please list*:

-
-
-

What role do faculty in the discipline play in grants development?

Recommendations:

II.3 MEASURE: INSTRUCTION
II.3a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)

1. Are written course outlines available for all discipline courses? ***Provide copies as evidence.***

- Yes
- No, *please explain*:

2. Are these outlines informative, thorough, accurate and reflective of current standards?

- Yes
- No, *please explain*:

3. How are these materials developed?

4. Who evaluates these materials?

DISCIPLINE:
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5. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

Discipline Specific Course	Date Revised	Nature of Revisions

II.3b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)

1. Describe methods of instruction that are used in your discipline.

2. Do instructional methodologies utilize available technology?

Yes, *please explain:*

No, *please explain:*

3. Indicate recently implemented innovations in instructional methodology or use of technology:

Course	Innovation	Date

4. Does the discipline curriculum require a dedicated lab?

Yes, *please answer item 7.*

No, *please skip to V.5c Standard.*

5. Do lab schedules allow time for demonstration and practice?

Yes

No, *please explain:*

Recommendations:

DISCIPLINE:
COLLEGE:

II.3c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.29)

1. What means does your college use to evaluate instruction in the discipline?

- Assessment of performance of students in subsequent courses
- Assessment of performance of students in transfer institutions
- Departmental tests
- Peer review
- Sampling of opinions of former students
- Standardized tests and comprehensive exams
- Student evaluation of instruction
- Supervisor review
- Other, *please describe:*

2. Describe how evaluation results are used to improve instruction in your college department.

Recommendations:

II.3d STANDARD: Instructional methodologies support nontraditional delivery.

1. Indicate and describe offerings at your college in the discipline through nontraditional formats.

Nontraditional Format	Description Of Offerings
<input type="checkbox"/> Computer-Aided Instruction	
<input type="checkbox"/> Distance Education	
<input type="checkbox"/> Dual Credit	
<input type="checkbox"/> Flex Entry	
<input type="checkbox"/> Independent Study	
<input type="checkbox"/> Mini Term	
<input type="checkbox"/> Project-Based Assignments	
<input type="checkbox"/> Second Start	
<input type="checkbox"/> Weekend College	
<input type="checkbox"/> Others, <i>please explain:</i>	

2. How does the discipline at your college participate in the College Honors Program?

3. Describe the discipline's participation in continuing education and contract training at your college.

4. Does your department use business as a resource to expand nontraditional format learning opportunities in the discipline?

- Yes
- No, *please explain:*

Recommendations:

DISCIPLINE:
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III. CRITICAL SUCCESS INDICATOR: DISCIPLINE OUTCOMES

III.1 MEASURE: IDENTIFICATION OF STUDENTS IN THE DISCIPLINE

III.1a STANDARD: Student enrollments in discipline courses is adequate.

Academic Year	Total Number of Students Taking Classes in the Discipline
1999-2000	
2000-2001	

1. Is the number of students taking courses in the discipline adequate?

Recommendations:

III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate discipline need and discipline effectiveness.

1. Does enrollment history reflect discipline need? Document by completing the table below.

- Yes
- No, please explain:

	Fall Semester	Spring Semester	Academic Year Total
Academic Year	Number Sections	Number Sections	Sections Total
1998-99			
1999-00			
2000-01			

2. What efforts are in place to improve retention?

Recommendations:

III.2b STANDARD: Students progress satisfactorily to upper-level courses.

1. Are students at your college placed correctly in classes in the discipline?

- Yes
- No, please explain:

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2. What barriers do students in the discipline experience in progressing to upper-level courses in the same discipline?
- a) at the college

 - b) at transfer institutions

Recommendations:

III.3 MEASURE: CUSTOMER SATISFACTION

III.3a STANDARD: Disciplines measure and document student satisfaction.

1. **Student Survey:** Measurement of student satisfaction is based on at least two (2) of the following:

- Graduate and Completer Survey (includes employment /placement rates)
- Focus Groups
- Nonreturner Survey
- Other, *please list:*

Summarize student ratings based on measurements used by your discipline (may include interviews with students).

Provide documentation as evidence.

Recommendations:

DISCIPLINE:
COLLEGE:

IV. CRITICAL SUCCESS INDICATOR: DISCIPLINE RESOURCES

IV.1 MEASURE: FACULTY

IV.1a STANDARD: The number of full-time faculty is adequate to provide effective teaching, advising and scholarly or creative activity. (NEASC 4.2)

1. Supply the following information for your discipline for the current semester:

No. Sections Taught by FT Faculty		No. Sections Taught by PT Faculty		Percent Sections Taught by FT Faculty	
Day	Evening	Day	Evening	Day	Evening

2. Are available full-time faculty adequate to support the discipline?

- Yes
 No, *please explain*:

3. Is there at least one full-time faculty member with primary teaching assignment in the discipline area?

- Yes
 No, *please explain*:

4. Is the department chair a faculty member in this discipline?

- Yes
 No, *please explain*:

5. Is release time assigned and is it adequate for the department chair to administer the discipline?

- Yes
 No, *please explain*:

6. Is administrative support adequate for assisting the department chair/academic coordinator? (e.g. clerical support, college-level and system-level administration support)

- Yes
 No, *please explain*:

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7. What role do faculty play in academic advisement?

- Yes
- No, *please explain:*

8. How are faculty made familiar with degree requirements, core curriculum, etc., so that they can better advise students?

9. How are faculty in the discipline involved with student organizations and college extracurricular activities at your college?

Recommendations:

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

1. Supply the information requested below for all full-time and part-time faculty teaching in your Discipline in the current semester. **Use Form 1 and attach.**

Instructor Name	Status FT/PT	Highest Degree/ Certificate	Other Qualifications/ Work Experience	Courses Taught

2. Do all program faculty meet the requirements for teaching in the program area?

- Yes
- No, *please explain:*

Recommendations:

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IV.1c STANDARD: Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)
Full-time Discipline faculty participate in professional development activities each year. (NEASC 5.12)

1. Did each full-time faculty member in your Discipline participate in a professional development activity during the past year?

- Yes
 No, *please explain:*

Attach most recently completed "Additional Responsibilities Report" for full-time discipline faculty.

2. Do part-time faculty in your Discipline have access to ongoing professional development activities?

- Yes
 No, *please explain:*

3. Are adequate opportunities and resources made available for faculty's professional development needs?

- Yes
 No, *please explain:*

List needs not satisfied the last three years.

Recommendations:

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VI.2 MEASURE: BUDGET ADEQUACY
IV.2a STANDARD: Budget is adequate to support the Discipline. (NEASC 4.2, 9.1)

1. Indicate discipline expenditures for the last fiscal year:

	2000-01
Budget to Goal Allocation	\$
Capital Expenses	\$
Operating Expenses	\$
Total Year Expenditures	\$

2. Indicate discipline budget for the prior and current year:

	1999-00	2000-01
Budget to Goal Allocation	\$	\$
Capital Budget	\$	\$
Operating Budget	\$	\$
Total Year Budget	\$	\$

3. Is the discipline budget adequate to meet discipline needs?

- Yes
 No, *please explain:*

Recommendations:

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V. CRITICAL SUCCESS INDICATOR: DISCIPLINE SUPPORT SERVICES

V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES

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

1. Indicate library resources that are needed to support students in your program and the current level of access to those resources:

	<u>Student Level of Access</u>		<u>Faculty Level Of Access</u>	
	<i>Adequate</i>	<i>Inadequate</i>	<i>Adequate</i>	<i>Inadequate</i>
<input type="checkbox"/> Electronic catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serials listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Closed reserve listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Remote access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interlibrary loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, <i>please list:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

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

	<u>Student Level of Access</u>		<u>Faculty Level Of Access</u>	
	<i>Adequate</i>	<i>Inadequate</i>	<i>Adequate</i>	<i>Inadequate</i>
1. Print Materials				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Print Materials				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Resources				
<input type="checkbox"/> Quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.1c STANDARD: The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

	<u>Adequate</u>	<u>Inadequate</u>
1. Library staff provides orientation and training.	<input type="checkbox"/>	<input type="checkbox"/>

NUMBER OF STUDENTS SERVED _____

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V.2b STANDARD: Facilities, equipment, and instructional support services are adequate and easily accessible for discipline faculty and students. (NEASC 8.1)

1. Do students and faculty in the discipline at your college have the facilities and instructional support services they need for effective learning?

	<u>Adequate</u>	<u>Inadequate</u>	<u>Comment on Inadequacies</u>
Audiovisual equipment	<input type="checkbox"/>	<input type="checkbox"/>	
Bookstores	<input type="checkbox"/>	<input type="checkbox"/>	
Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom supplies	<input type="checkbox"/>	<input type="checkbox"/>	
Duplicating services	<input type="checkbox"/>	<input type="checkbox"/>	
Group study areas	<input type="checkbox"/>	<input type="checkbox"/>	
Individual study areas	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Technology	<input type="checkbox"/>	<input type="checkbox"/>	
Learning assistance centers	<input type="checkbox"/>	<input type="checkbox"/>	
Library resources	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting space	<input type="checkbox"/>	<input type="checkbox"/>	
Multimedia equipment	<input type="checkbox"/>	<input type="checkbox"/>	
Office space	<input type="checkbox"/>	<input type="checkbox"/>	
Open access computers	<input type="checkbox"/>	<input type="checkbox"/>	
Parking	<input type="checkbox"/>	<input type="checkbox"/>	
Work space	<input type="checkbox"/>	<input type="checkbox"/>	
Other, <i>please list:</i>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

2. Are adequate tutorial services available to support learning for students taking courses in the discipline at your college?

- Yes
- No, *please explain:*

3. Do faculty receive adequate support from the college ADA counselor in providing reasonable accommodations for self-declared ADA students taking courses in the discipline?

- Yes
- No, *please explain:*

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4. Describe the secretarial support provided for the discipline's department at your college.

- Full-time
- Part-time, *please explain:*
- None

Is the level of support adequate for effective departmental operations? If not, please explain.

5. What specialized equipment is used in the classroom to support instruction in the discipline?

6. Is available specialized classroom equipment adequate to meet discipline needs at your college?

- Yes
- No, *please explain:*

7. Is a lab required to support instruction in the discipline?

- No
- Yes, *please describe.*

8. Does the discipline require a dedicated lab? (e.g. science lab, language lab, computer lab, or studio)

- No
- Yes, *please identify.*

9. Are dedicated labs at your college adequate to contribute to effective learning in the discipline?

- Yes
- No, *please explain.*

10. For labs using hazardous materials, is there a safety process in place at your college with appropriate regulations regarding disposal, handling, and storage?

- Yes
- No, *please explain:*

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11. Do students and faculty in the discipline have access to a Teaching and Learning Center or Learning Assistance Center at your college?

- No
- Yes, (1) please identify type of Center and location and indicate whether support services, hardware, software, multimedia or other instructional materials are adequate to support effective learning.
Use Worksheet 2, if needed, and attach.

Type of Center	Location	Adequate	Inadequate	Identify Inadequacies
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

(2) Are any additional services needed to support effective learning? If so, please explain.

College Recommendations:

V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS
V.3a STANDARD: Information technology resources support programs at the appropriate levels.

1. Identify the information technology resources needed by faculty and staff in the academic discipline and rate the availability and adequacy of those resources at your college.

Resource Needed	Available	Not Available	Adequate	Inadequate
<input type="checkbox"/> Databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Distance Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E-mail Accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, <i>please list:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any resource that is checked as needed but is not available or is inadequate.

2. Do discipline faculty have adequate access to information/education technology training?

- Yes
- No, *please explain:*

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3. Do faculty in the discipline at your college have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?

- Yes
- No, *please explain:*

4. Is the level of technical support adequate for the information technology resources used by your faculty and staff?

- Yes
- No, *please explain:*

Recommendations:

V.4 MEASURE: STUDENT DEVELOPMENT SERVICES

V.4a STANDARD: Student development services support student success. (NEASC 6.1)

For each of the following services, indicate the level of satisfaction provided to students in your discipline:

Student Development Services

Services	Level of Satisfaction				
	<i>1. Excellent</i>	<i>2. Good</i>	<i>3. Fair</i>	<i>4. Poor</i>	<i>5. Unacceptable</i>
Career Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing/Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

DISCIPLINE:
COLLEGE:

V.5 MEASURE:	ADVISORY COMMITTEE
V.5a STANDARD:	Discipline Advisory Committee membership reflects diversity of the community.
V.5b STANDARD:	Discipline Advisory Committee meets a minimum of 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

1. Do the advisory committee members reflect diversity of the community?

- Yes
 No, *please explain:*

Use Form 2 to provide an up-to-date committee profile (do not include names) and attach.

2. List the dates of the Advisory Committee meetings held in the last year. ***Attach the minutes.***

3. Explain how the advisory committee participates in curriculum review.

4. Explain how the advisory committee provides valuable input and performs helpful services, to include participation in each of the following: establishing technology needed for discipline instruction; marketing of discipline in community; the professional development of faculty.

5. Cite some of the ways in which the committee has made an impact on the discipline and/or decisions related to it.

Recommendations:

DISCIPLINE:
COLLEGE:

Discipline Review
LIST OF EVIDENCE PROVIDED

(Items retained as evidence in the Office of the Academic Coordinator/Department Chair)

Check items provided as evidence to support the completed Discipline Review packet.

	Reference	Item
<input type="checkbox"/>	Std. II.1a	Current College Catalog
<input type="checkbox"/>	Std. II.1a	Current Class Schedule for discipline courses
<input type="checkbox"/>	Std. II.3a	Course Outlines
<input type="checkbox"/>	Std. III.3a	Document of Student Satisfaction Surveys

DISCIPLINE:
COLLEGE:

Discipline Review
LIST OF ATTACHMENTS

Check attachments that are included with completed Discipline Review packet.

	Reference	Attachment Item
<input type="checkbox"/>	Std. II.1b	Discipline Competency Profile
<input type="checkbox"/>	Std. IV.1b	Faculty Roster (Form 1)
<input type="checkbox"/>	Std. IV.1c	"Additional Responsibilities" Forms for Program Faculty
<input type="checkbox"/>	Std. V.5a	Advisory Committee Profile (Form 2)
<input type="checkbox"/>	Std. V.2b	Teaching and Learning Centers or Learning Assistance Centers (Form 3)
<input type="checkbox"/>	Std. V.5b	Advisory Committee Minutes

DISCIPLINE:
COLLEGE:

**Discipline Review
Form 2.
ADVISORY COMMITTEE PROFILE**

Demonstrate the diversity of your program advisory committee by supplying the number of representatives for each category listed in the following table.

Total Number Advisory Committee Members =

Committee Diversity	Number Represented
<i>Gender</i>	
Male	
Female	
<i>Ethnicity</i>	
White	
African American	
Hispanic	
Asian/Pacific Islander	
Native American	
Nonresident Alien	
<i>Size of Business</i>	
Large Business	
Small Business	

