

*Approved by College Council January 11, 2006*

## **Cape Fear Community College Program Review Process and Timeline Vocational/Technical Programs**

### **Purpose and Overview**

The purpose of program review is to ensure the relevancy and currency of Cape Fear Community College curriculum programs.

It is expected that the results of program reviews will be incorporated into departmental and program objectives and the programs will be revised in accordance with the recommendations of the review.

### **Timeline**

Data Collection – Fall Semester

Analysis by Program Review Team – Spring Semester

Preparation of Final Report – Spring Semester

Follow-Up on Recommendations – Annually in Fall Semester until satisfied

CFCC will conduct program reviews on a rotating, five-year cycle. A sufficient number of programs will be reviewed annually to ensure that every curriculum program is reviewed a minimum of once every five years. A calendar will be developed and updated annually indicating programs to be reviewed by year. A program will automatically be reviewed in any and every year that the program enrollment drops below 10 students.

As feasible, programs will be reviewed the academic year prior to their re-accreditation by external agencies. An effort will be made to balance the reviews among the AA, AS, AAS, certificate and diploma programs.

### **Membership of the Program Review Team**

The lead instructor of the program being reviewed will be an ad hoc member of his/her program review team. The reviewing team will have 7 members from the Institutional Effectiveness (IE) Committee including the dean of arts and sciences, the dean of vocational technical education, the director of career and testing services, two instructional department chairs and two members at large. The institutional researcher will serve as an ex officio member. Cross-institutional membership of the review team ensures that the program review process is thorough and objective.

### **Process**

The program review team will review the information provided to them in the program review outline and prior to the program review meeting (see Program Review Outline and Data Collection below). Based on information in the outline, each team member

conducts his/her analysis of the strengths and weaknesses of the program, opportunities for the program and trends that may represent current or future threats to the viability of the program. Team members are also encouraged to conduct interviews with faculty, department chair, dean or students for additional information, if needed.

The instructional dean schedules and conducts the program review team meetings beginning in January. During meetings, members discuss their findings and clarify any issues with the dean, department chair and lead instructor to ensure their complete understanding of program currency, relevance and viability. As appropriate, the review team will generate and agree on a final list of the strengths, weaknesses, opportunities/threats and recommendations for improvement. Whenever possible, team members should suggest specific strategies for correcting deficiencies.

Once the team completes their work, the dean provides the results of the review to the research office for preparation of the final report.

### **Program Review Final Report**

The review team will evaluate each program and prepare a final report in the following format:

I. List of Team Members

II. Analysis of Results:

- A. Strengths
- B. Weaknesses
- C. Opportunities/Threats

III. Committee Recommendations

The team may recommend that the college:

- 1. Continue program with no recommendations.
- 2. Continue program with recommendations.
- 3. Review the program again in the next academic year.
- 4. Terminate the program.

### **Preparation and Distribution of the Report**

The research office will prepare the final report by the end of the spring semester and forward the report to the dean and program lead instructor for their review and signatures. The dean will then forward the report to the vice president of instruction and the department chair. If the program review team recommends terminating the program, the vice president of instruction will indicate concurrence or disagreement and forward the final report to the president for a final decision. Signed copies will be filed in the offices of the dean, lead instructor and research office.

**Follow-Up on Recommendations**

By September 30 of the fall semester following the review, the lead instructor will send a memorandum to the dean describing progress on the recommendation(s) and status of completion. It is expected that recommendations will be addressed in annual unit assessment plans, the budget planning process, and possibly, the advisory committee agenda. The lead instructor will continue to respond to the dean if recommendations remain outstanding in any year. Responses will indicate the reason action has not been completed and if the recommendation(s) should be modified. The dean will review and accept the response or indicate that further action is warranted.

**Program Review Outline and Data Collection:**

The review team will be provided the following information as outlined below. The office or person responsible for gathering the information is shown in parenthesis. The information should be given to the research office by November 15 so that the outline can be compiled and copies provided to the review team no later than January 1.

**PROGRAM:**  
**DEGREE:**

**I. PROGRAM PURPOSE (Lead Instructor)**

State the purpose of the program (see Curriculum Standards).

**II. ENROLLMENT/STUDENT PROFILE (Part A. Research Office)**

A. Provide enrollment (unduplicated headcount) by year for the last 3 years. Show enrollment by AA, AS, AAS, diploma and/or certificate. Breakout enrollment by FT/PT, gender, race, new/returning and day/evening, and disability. Include enrollment for the “pre-program” (if there is one) using the same breakout.

	FT	PT	Male	Female	White	Non-white	New	Returning	Day	Evening	Disability	Total
Associate												
Diploma												
Certificate												
TOTALS												

*Source: NCCCS CCRE181 and Student Development*

B. If enrollment is less than 10, explain what strategies have been implemented or should be implemented to increase the student population. (Part B. Lead Instructor)

**III. FTE** (Research Office)

Provide program FTE by year for the last 5 years.

*Source: NCCCS CCRE50609 and Student Development*

**IV. GRADUATES** (Research Office)

Provide history (numbers) of graduates by year by AA, AS, AAS, diploma and/or certificate.

Year	Associate	Certificate	Diploma	Total

*Source: Registrar*

**V. STUDENT OUTCOMES**

A. Cape Fear Community College has 12 Performance Measures for Student Success coinciding with the North Carolina Community College Systems' Performance Measures. Of those, the following \_\_\_\_\_ apply to the \_\_\_\_\_ program: (Part A. Research Office)

B. Provide copies of the program assessment plans for the last three years for review. (Part B. Lead Instructor)

**VI. PROGRAM ACCREDITATION** (Lead Instructor)

A. Is the program accredited by an outside accrediting agency or board?

\_\_\_ Yes \_\_\_ No

If so, when did the program receive its last accreditation review? Date \_\_\_\_\_

B. What were the major outcomes of that review?

C. When is the next accreditation review? Date \_\_\_\_\_

**VII. STAFFING/FACULTY** (Lead Instructor)

	# of Faculty	Gender		Race				
		Male	Female	Asian	Black	Hispanic	White	Other
Full Time Faculty								
Part Time Faculty								

*Source: Lead Instructor*

A. Are vacancies expected due to retirements?  Yes  No  
If yes, please explain.

B. Do all faculty meet SACS Credential Guidelines?  Yes  No  
If no, explain and include comments by department chair and dean.

The instructional dean and department chair will verify that the faculty personnel files have been checked for documentation of credentials.

C. Are faculty current in their field?  
If no, explain and include comments by department chair and dean.

D. List the latest professional development activities for faculty teaching in the program. You may include recognitions, achievements, and awards received by faculty.

**VIII. ADVISORY COMMITTEE** (Lead Instructor)

A. List of advisory members by race, gender and disability.

Name	Gender	Race	Disability

Source: Lead Instructor

B. How often does the advisory committee meet?

C. Provide dates of advisory meetings for the last 2 years along with copies of the minutes of those meetings.

D. Have there been any significant discussions and/or recommendations from advisory meetings that should be addressed? If so, please list.

**IX. CURRICULUM** (Lead Instructor)

A. When was the curriculum last revised?

B. Is the curriculum in accordance with NCCCS standards?  Yes  No  
If no, explain.

C. Is curriculum current and relevant?  Yes  No  
Explain and include comments by the department chair and dean.

- D. Does your program have a diploma and/or certificate? If so, do the hours (SHC) meet the requirements of the North Carolina Community College System?

Name the certificate/diploma and list the credit hours for each.

**X. Collaborative/Articulation Agreements** (Lead Instructor)

- A. Does the program have a collaborative, articulation or other agreement with a 2 or 4 year college?

If so, describe the agreement! Please attach a copy.

- B. How many students have taken advantage of the agreement?

- C. Should the agreement be continued? Explain.

**XI. FACILITIES** (Lead Instructor)

Are facilities adequate? \_\_\_Yes \_\_\_No

If no, explain and include comments by department chair and dean.

**XII. EQUIPMENT** (Part A. Research Office; Parts B and C Lead Instructor)

- A. Provide equipment expenditures for the program by year.

2002-03

2003-04

2004-05

*Source: Vice President of Business Services*

- B. Is equipment adequate to meet the instructional needs of the program?

\_\_\_Yes \_\_\_No

If no, explain and include comments by department chair and dean.

- C. Are there any major equipment expenses outstanding that have not been addressed? \_\_\_Yes \_\_\_No

If yes, explain and include comments by department chair and dean.

**XIII. GRADUATE EMPLOYMENT RATES** (Lead Instructor and Career and Testing Services)

A. Provide employment rates for graduates by year for the last three years.

	# Awarded	# Responses	Employed In Field	Employed Not in Field	Unemployed Not Seeking Employment	Unemployed Seeking Employment	Further Studies	Response Rate	Employment Rate*
AAS									
*Note: The standard is adjusted for the local unemployment rate and constitutes CFCC graduates that were employed, not seeking employment or continuing their education within one year after graduation.									

*Source: Graduate Employment Survey, Career and Testing Services*

B. Indicate if graduates are working in their field or continuing their education. How is this determined?

**XIV. EMPLOYMENT TRENDS** (Lead Instructor)

Are there any trends in this field of work or other factors that are affecting or will affect the job market for graduates? Please explain.

*Source: Lead Instructor*

**XV. SURVEY RESULTS:**

- A. Currently Enrolled Students (Research Office)  
*Source: Currently Enrolled Student Survey*
- B. Graduates (Research Office)  
*Source: Graduating Student Opinion Survey*
- C. Advisory Committee Members (Research Office)  
*Source: Advisory Committee Member Survey*
- D. Employer Satisfaction (Career and Testing Services)  
*Source: Employer Satisfaction Survey*