



JOHN TYLER  
COMMUNITY  
COLLEGE

## **Elements of the Program Review**

December 1, 2004

### **Accountability Measures**

#### Program justification:

1. What is the relationship of the program to other programs offered by the division?
2. In what ways is the program similar or unique compared to like programs in the VCCS?
3. \*What is the documented demand for program graduates for the next five years?
4. \* What is the “value added” of your degree program (professional growth, opportunities, salaries, etc.)?
5. Is the program articulated with a similar program at the secondary school level? At a four-year institution?
6. What evidence do you have of continued student interest and employer demand for the program?

#### Program productivity:

1. \*How many graduates has the program produced each year for the past five years? Does the five-year average meet VCCS and SCHEV productivity standards? If not, how do you propose to raise the number of graduates?
2. \*What are the annual headcount and FTES in the program for the past five years? Do they meet VCCS and SCHEV productivity standards? If not, how do you propose to raise the enrollment and FTES in the program?
3. What are the enrollments in discipline-specific courses for the past five years? To what extent do these courses support other programs?
4. \*What is the program’s workload efficiency rating (based on PAS report)? Does it meet VCCS expectations?
5. \*What is the fall to fall retention rate for program-placed students over the past five years?

#### Program costs and resources required:

1. What is the annual budget required to support the program?
2. What external resources or partnerships contribute to supporting the program?
3. Are the physical facilities utilized adequate to support the program? If not, how much additional space is required? What changes are needed in the physical space to support the program adequately?

4. Are the maintenance and equipment budgets adequate to support the program? If not, what additional support is needed?
5. Are library resources adequate to support the program? If not, what is needed?

## **Program Improvement Measures**

### Curriculum:

1. Are courses in the curriculum sequenced in a way that builds student competencies, skills and knowledge? Are courses numbered at a level appropriate to the skills and knowledge required to successfully complete the program?
2. Are entrance requirements for the program sufficient to ensure students are well prepared to pursue the program? What evidence do you have that students may not have the prerequisite skills for success? (e.g. ratio of students tested to students placed into developmental courses)
3. What changes have been made to the curriculum over the past five years? What was the rationale for those changes? What changes are needed to keep the program viable?
4. What factors (other than VCCS policy) influence the length of the program?
5. Are provisions made in the program for “hands-on learning” (e.g. internships, cooperative education, clinical experience, service learning)? Why or why not?
6. Does the program meet professional standards of appropriate accrediting bodies or commonly accepted industry standards?
7. What role does the advisory committee play in reviewing and revising the curriculum?

### Faculty resources and quality of instruction:

1. \*What is the ratio of FTEF to FTES? (FTES, FTEF utilized, efficiency)
2. \*What is the full-time to part-time faculty ratio in the program? Is the number of full-time faculty adequate to sustain a quality program? If not, how many additional faculty members are needed to support and/or grow the program?
3. Are all faculty qualified based on SACS and VCCS-29 standards for faculty credentials?
4. How many faculty have participated in the following professional development opportunities for each of the past five years:
  - A. Completed academic coursework at a four-year institution
  - B. Attended a national conference in the field
  - C. Attended a statewide peer group meeting
  - D. Attended a related state, regional, or local noncredit workshop or conference
  - E. Took sabbatical or other leave for purposes of professional development (e.g. work in business or industry)
  - F. Other
5. \*What are the grade distributions in all required courses (including courses that also meet general education requirements) for the past five years?
6. \*Based on student survey results, how have students rated the quality of faculty advising in the program?

Student profile:

1. \*What is the distribution of part-time and full-time students in the program? Day and evening students? Are enough classes offered to accommodate the needs of these students? How do you assess the accessibility of courses offered in the program?
2. \*Are the demographics (gender, age, race) skewed in the program? What factors contribute to student demographics? Has the program taken any action to change student demographics?

Program promotion and support:

1. How does the program recruit students? What tools have been most successful or least successful in recruiting students?
2. How does the program guarantee the accuracy and availability of information about the program?
3. Does the program support or encourage out-of-class program-specific clubs and activities?

Student learning outcomes:

1. How do you ensure that graduates achieve expected goals and objectives of the program? What assessment processes and instruments do you use to assess student learning?
2. What have you learned about student satisfaction with the level of preparation they received for employment or transfer?
3. Are assessment results for student learning outcomes at expected levels? If not, what plan of action do you have for improving student performance?
4. How does student performance on licensing exams compare to national and state averages?

Program outcomes:

1. \*What have you learned about employment rates of graduates in their major or a related field?
2. \*What have you learned about employer satisfaction with student preparation for employment?
3. \*What have you learned about the acceptance rates and performance of students who transfer to four-year institutions?
4. How have you measured the effectiveness of articulation agreements with other institutions?

\* The Office of Institutional Effectiveness can assist programs in collecting these data.

Marshall W. Smith  
President