

Quinsigamond Community College
Internal Program Review
Academic Year 2001-2002

Program

Coordinator

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ACADEMIC AFFAIRS
Mission/Vision Statement

To offer the most innovative, responsive programming and integrated support services that empower learners to take advantage of flexible learning opportunities that enhance their lives

Values

Empowerment
Economic Self-Sufficiency
Collaboration
Accountability
Quality
Respect
Diversity
Flexibility
Service
Innovation

Introduction

The current economic and technological upheaval and the new forms of credentialing it inspires bring the nation's community colleges to a crossroad. If they are to maintain their currency in today's economy, community colleges must update and expand the types of services, certificates, and training they offer their constituents. Otherwise, they may face a narrower future, as some employers and job-seekers turn elsewhere for the support and training they require. Community colleges can meet this challenge, but they must work harder than ever to balance their longstanding dual commitment to social equity goals on the one hand, and the needs of communities, employers, and individuals to adapt to changing economic and technological realities on the other.

-Excerpted from *Help Wanted... Credentials Required Community Colleges in the Knowledge Economy*, Anthony P. Carnevale and Donna M. Desrochers, 2001.

Introduction

Quinsigamond Community College Division of Academic Affairs has initiated an unprecedented review of curricular offerings. As part of QCC's commitment to meeting the diverse educational needs of central Massachusetts, this Internal Program Review (IPR) process will actively engage QCC faculty and administrators in professional research and consultation with their colleagues in business/industry and healthcare, higher education, and K-12 public education. It will serve the singular purpose of strengthening the teaching/learning process by insuring that all of QCC'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 Massachusetts 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. QCC's Internal Program Review will demonstrate this College's commitment to insuring the success of every student by engaging in a proactive process of assessing curricular rigor and relevance. (See attachments A and B for examples of expectations mandated by external agencies)

Goals of Internal Program Review

- Establishing "Currency" of programmatic offerings
- "Benchmarking" quality of QCC programs
- Creating Curriculum Plans/Outcomes Assessment
- Creating curriculum plans
- Maximizing support for teaching/learning process
- Enhancing support of faculty
- Expanding 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 five-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 instructional deans within the Division of Academic Affairs in conjunction with faculty coordinators developed the recommended schedule for the review cycle. To the extent possible, scheduling has been coordinated with projected timetables for those programs that undergo regular external program evaluations or re-accreditation processes.

Faculty members, both full and part-time, will be invited to participate in the IPR. The designated IPR project manager will receive an appropriate reduction in course load to support the process and insure its timely completion. The Director of Special Projects in Academic Affairs will facilitate the overall process with each of the teams and will be primarily responsible for insuring that the faculty teams have the supports and resources necessary to complete the IPR. Instructional deans will serve as a key resource to the faculty teams, as well.

In addition, the College will commit significant institutional resources to support this endeavor. These include the following:

- **Administrative Support**
In order to 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:
 - a) Student/ Enrollment Services, Marketing/Public Relations, Institutional Development, Administration/Finance, Human Resources
 - b) Institutional Research (Environmental scan/institutional data)
 - c) Center for Continuing Education (non-credit to credit options; new opportunities for program development; new opportunity for career ladder options)
- **Financial Resources**
Financial resources have been budgeted to support the IPR in the following areas as needed:
 - a) Industry consultants to develop program goals and define student outcomes based on industry skill standards.

- b) Instructional design consultants to work with faculty in rewriting program goals, course objectives, revamping instructional delivery methods and assessment strategies as requested.
- c) Faculty Externship program to provide a unique opportunity for faculty to gain valuable hands-on experience in industry. Faculty externs will receive a course reduction in order to complete the externship with local employers or other appropriate settings [approximately 90 hours]. Selection preference will be given to applicants from programs currently undergoing the IPR or in the following semester. Upon completion of the externship, faculty will be asked to write an analysis of findings relevant to curriculum and programmatic directions. Up to ten faculty members will be eligible to apply for the Faculty Externship program each year.

Programs completing the IPR process will utilize this set of guidelines in preparing their analyses and recommendations. The final document will consist of a comprehensive written document highlighting the program's strengths and defining strategies for program enhancement. This document will serve as the program's rationale for future funding requests and will include related supporting materials and /or program statistics. It will be submitted to the Division Deans and will have an audience at every level of the College. This audience will include:

- Academic Affairs Staff
- Academic Affairs Committee
- Enrollment Services, especially Admissions / Advising
- President's Staff
- QCC Board of Trustees
- College Community
- External constituency (NEASC, BHE, etc.)

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 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.

Useful Websites for Internal Program Review

This list of websites, while not exhaustive, provides a good overview of valuable resources for labor market information, employment projections, skill standards, and professional guidelines in a wide variety of disciplines. The descriptions, excerpted directly from each site, provide a brief summary of salient features. In addition, most websites include valuable links to related sites for further research and review.

www.bls.gov

Bureau of Labor Statistics; This website is one of the most comprehensive sources for information on the economy at the national, statewide, or regional level. In addition, the site offers information on careers (Occupational Outlook Handbook), how much people earn in various industries, and other employment data. The links from this site are a rich resource. A good first stop on the research journey!

www.bls.gov/ocohome.htm

Occupational Outlook Handbook; This is an indispensable guide to comprehensive information regarding employment projections for virtually every career field. The data offers a nationwide perspective on employment projections and earnings in any given field. Regional and local conditions may vary significantly. However, this continues to be an important resource for projections and trends.

www.doleta.gov

Employment & Training Administration; The ETA builds up the labor market through the training of the workforce and the placement of workers in jobs through employment services. This website is designed to direct adults, youth, dislocated workers, and workforce development professionals to information on programs and services.

www.doleta.gov/programs/onet/glance.asp

O*NET, the Occupational Information Network, is an easy-to-use database accessible from any web browser. It contains comprehensive information on job requirements and worker competencies. O*NET replaces the *Dictionary of Occupational Titles* and offers a dynamic framework for exploring the world of work. The information contained on O*NET has been developed by job analysts using the O*NET skills-based structure.

www.eworkforce.org/careerkit

This site provides a link to four related sites focused on exploring different occupations, seeking jobs, investigating training opportunities and searching for related services in a particular region. One of the most valuable links here is that to America's Career InfoNet. See next reference.

www.acinet.org/acinet/

America's CareerInfo Net; This site provides data on wage and employment trends, occupational requirements, state-by-state labor market conditions, employer contacts, as well as, an extensive career resource library.

www.lmi-net.org

Official Site of America's Labor Market Information System (ALMIS); This site is geared toward labor market information professionals. It provides information on training opportunities, projects and reports, and other related websites.

www.massbedrock.org

Of Massachusetts interest! MassBedrock is a source for high-quality information about business and economic development in Massachusetts. All resources in the collection are selected, reviewed, and annotated by business librarians. MassBedrock (Massachusetts Business and Economic Development Reference Online Center for Knowledge) is a service of the [University of Massachusetts Amherst Libraries](#) with major funding provided by the [Massachusetts Board of Library Commissioners \(MBLC\)](#).

www.usworks.com

The site provides the latest information on hundreds of local occupations. It contains in-depth job market information on salaries, hiring trends, openings, best paying jobs, and fastest growing jobs, and industry

demand. The site currently offers relevant information for California, Florida, Illinois, Indiana, Kansas, Pennsylvania, Texas, and Virginia. Other regions of the country are in development.

www.sixstrategies.org

Six Strategies to Family Economic Self-Sufficiency; This website is sponsored by Wider Opportunities for Women. It introduces the self-sufficiency standard as a measure of the real cost of living, working, and paying taxes without subsidies. It is a new tool to measure the self-sufficiency of individuals and families across the country. The site contains the downloadable versions of the self-sufficiency standards reports for California, Connecticut, Illinois, Indiana, Iowa, Massachusetts, New Jersey, New York City, New York State, North Carolina, Pennsylvania, South Dakota, Texas, Washington DC Metro Area, and Wisconsin.

www.nssb.org

National Skill Standards Board; The NSSB is an unprecedented coalition of leaders from business, labor, employee, education, and community and civil rights organizations created in 1994 to build a voluntary national system of skill standards, assessment and certification systems to enhance the ability of the United States workforce to compete effectively in a global economy. These skills are being identified by industry in full partnership with labor, civil rights and community-based organizations. The standards will be based on high performance work and will be portable across industry sectors. The NSSB has categorized the workforce into 15 industry sectors, which, under the guidance of the NSSB, are assembling skill standards, assessment and certification for their respective industries. The site provides downloadable versions of several skill standards documents. In addition, it provides related links to state skill standards initiatives in Alabama, California, Colorado, Georgia, Illinois, Iowa, Louisiana, Michigan, New Hampshire, Ohio, Oregon, Pennsylvania, Texas, Vermont, Washington, and Wisconsin.

<http://go.cas.psu.edu/repository/ResultsByTitle.cfm>

This **Repository** includes sets of standards that have been grouped into the following categories:

- State and national academic standards
- State and national skill standards
- Employability standards

Academic standards have been developed at the state and national level. These standards address the need for educators to set the bar for what is expected performance in English, mathematics, science, social studies, etc. at various grade levels. Success in meeting academic standards is often measured with some form of statewide assessment test.

Skill standards are developed by various industry, professional, and educational associations. These standards describe the performance expectations for a worker in a particular occupational area. These standards may also include academic and employability competencies as they relate to the specific industry or occupational area. While national standards may describe the whole range of skills needed by an employee, individual states may have to modify and adapt them to what is possible and appropriate in the school setting. Assessment may be in the form of certification or licensure. Some skill standards represent the common knowledge and skills for a broad cluster field. Many educators want to keep career options broad enough so students can learn about the whole cluster of occupations in a career field. These standards are less discipline-specific than industry standards, but represent academic knowledge and common technical skills in the context of the career cluster (i.e. Construction, Hospitality and Tourism, or Information Technology).

The Secretary's Commission on Achieving Necessary Skills (SCANS) succinctly described employability standards in its early 1990s report. This document represented those basic skills all workers should have, from the foundational academic skills, to the thinking skills of problem solving and decision making, to the competencies of using resources and technology.

This set of employability standards is often used in combination with other standards to develop more complete program or cluster standards. Many industry standards now include academic and employability skills, as employers realize they want to emphasize those skills for their employees.

www.nces.ed.gov

This site is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations. It is particularly useful in conducting a competitive analysis through its IPEDS College Opportunities On-Line (www.nces.ed.gov/ipeds/cool/). This is a direct link to over 9,000 colleges and universities in the United States.

www.collegesource.org

This is an excellent website to assist in researching and reviewing other colleges across the country. According to the website, 17,428 College Catalogs in complete cover-to-cover, original page format are available on CollegeSource® Online! In addition, you may utilize the Free College Search! tool to search by specific criteria (i.e., degree granted; major; location, etc.)

www.clas.ufl.edu/CLAS/american-universities.html

This site provides links for all American universities and a link to a page that connects to websites for community colleges specifically. A useful tool as you conduct a competitive analysis for your program!

www.aacc.nche.edu

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The Association represents over 1,100 associate degree-granting institutions and some 10 million students. AACC has been a national voice for community colleges since its inception in 1920. Community colleges mark their 100th year of service to the nation in 2001, and AACC is leading the celebration of the colleges as they provide learning opportunities to their students, communities, and the nation.

Various Industry-Specific Sites

www.eia.org

Electronic Industries Alliance; EIA is an alliance of six powerful high-tech member associations. Together they form the premier high tech professional organization in the world. The members include Telecommunications Industry Association (TIA); Consumer Electronics Association (CEA); Electronic Components, Assemblies, and Materials Association (ECA); Government Electronics and Information Technology Association (GEIA); JEDEC-Solid State Technology Association; and the Electronic Industries Foundation (EIF).

www.nbea.org

National Business Education Association; This site is designed “to provide the standard by which all business education program’s are measured, to define anew the parameters of the discipline of business education as it has emerged in recent years and to provide a document that curriculum writers can use as a guide in developing superior programs in business education.”

www.skillsnet.net

SkillsNet; This is a collaborative project between government and private sponsors to serve as an industry and occupational guide to the Entertainment and New Media industries. It provides detailed information regarding technical competencies necessary in the growing fields of animation, visual effects, and interactive digital media.

www.nohse.com/newskil.html

National Organization for Human Services Education; This website provides the fully detailed competencies for direct service workers in human services. The standards are defined as “Community Support Skill Standards”.

www.iaap-hq.org

International Association of Administrative Professionals; This is the premier site for the administrative professions. It contains valuable information on skills most in demand; professional certification; average salaries; administrative trends; and future technology trends.

www.edfound.org

National Restaurant Association Educational Foundation; This site provides educational and training resources for the restaurant and foodservice industry.

www.acjs.org

Academy of Criminal Justice Sciences; This site provides a handbook for program review and academic standards in criminal justice education programs.

If you come upon additional sites that prove valuable, please let me know about them:
kathyr@qcc.mass.edu.

SECTION I: Competitive Analysis and Regional Labor Market Demand

A state can no longer pursue an effective strategy of economic development unless it also pursues, via education and training, an effective strategy of workforce development.
-Opportunity Knocks, Massachusetts Institute for a New Commonwealth, 2000

Guidelines for Section I: Competitive Analysis and Regional Labor Market Demand
Don't forget to refer to the listing of "Useful Websites for Internal Program Review"

I. Market Influences

Guidelines for A:

- Describe the skills, knowledge, and abilities necessary to be successful in this field. If available, cite commonly accepted industry skill standards established for the field.
- Reference Sources: National Skill Standards Board (www.nssb.org), Occupational Outlook Handbook, US/Massachusetts Department of Labor or Department of Employment & Training, Trade Journals, Industry Skill Standards Collection on Faculty Reserve in QCC Library, Individual Interviews with Employers and/or Temporary Placement Agencies, Experienced Based Education/Placement Office, Career Exploration/Planning.

Guidelines for B:

- Use current employment information gleaned from a variety of sources to project employment opportunities in the field over the next three to five years.
- Reference Sources: Occupational Outlook Handbook, US/Massachusetts Department of Labor or Department of Employment & Training, Trade Journals, Individual Interviews with Employers and/or Temporary Placement Agencies, Career Exploration/Planning Office, Experience-Based Education/Placement Office.

Guidelines for C:

- For each graduating class, please include references for the total number of graduates each year. For example, the class of 1997 included 38 graduates in _____; of those 83% or 31 students found jobs in their field.
- Reference Sources: Coordinator of Transfer and Articulation; Experience-Based Education; Institutional Assessment

Guidelines for D:

- Describe the nature of the work and identify specific job titles or classifications for which graduates of this program are prepared. If possible, attach actual job descriptions. Provide the names of 8-10 companies as examples of employers that have recently hired graduates.
- Reference Sources: Occupational Outlook Handbook; US/Massachusetts Department of Labor or Department of Employment & Training, Trade Journals, or Interviews with individual Employers and/or Temporary Placement Agencies, Experienced-Based Education/Placement Office, Health Careers Center.

Guidelines for E:

- Please specify both the institution and the particular degree program to which students transfer.

Guidelines for F:

In this section, summarize all of the current and projected market influences. Analyze how these influences will affect the degree or certificate program in the next 3-5 years. Highlight those most likely to significantly impact the program over the next three to five years, explain why, and recommend strategies to insure the program's competitiveness.

Section I: Competitive Analysis and Regional Labor Market Demand

1. Market Influences

- A. Provide a broad definition of this employment sector. List specific knowledge and skill requirements for employment in this field.**

Response:

- 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. (Note: It is easier for Admissions and Marketing Departments to refer to these predictions if they can quote the source)**

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**

Response:

- D. Please identify the specific occupations (and job titles, if possible) for which program graduates are prepared for. 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 in the last three years.**

Response:

- F. Summary and Analysis: Market Influences**

Response:

Guidelines for Section I-cont.

5. Competition, Marketing Strategies, and Enrollment Projections

Guidelines for A:

- *Be sure to include all competitors, not just local schools and colleges. The response might include employer-based training programs or other “non-traditional” training/education efforts.*
- *Please comment on how “distance learning” might impact this program.*
- *Reference Sources: Institutional Development, Marketing, Admissions, Students, Institutional Assessment; Useful Websites for Internal Program Review*

Guidelines for B:

- *Select the three most significant competitors from the list above. Then, compare and contrast QCC’s program to the competition.*
- *Consider all appropriate parameters. The list may include but not be limited to curriculum, faculty credentials, laboratory facilities, convenience of offering, work-based learning opportunities, expected job growth in the field over the next 3-5 years, cost per credit, institutional support mechanisms, etc.*
- *Reference Sources: Career Exploration/Planning; Transfer and Articulation; Useful Websites for Internal Program Review*

Guidelines for C:

- *Provide a concrete list of the marketing strategies employed to attract applicants to the program.*
- *Analyze enrollment patterns over the last three to five years in order to find out if there is a correlation. If so, attempt to determine which of the marketing strategies is most successful.*
- *Reference Sources: Institutional Development; Marketing; Institutional Research*

Guidelines for D:

- *Describe if and how program faculty work with the admissions office to recruit students to the program. Have faculty members worked with Admissions, K-12 programs, industries, etc. in the past to assist with recruitment? Please describe.*
- *Analyze enrollment patterns over the last three to five years in order to find out if there is a correlation. If so, try to determine which of the recruiting strategies utilized are most effective.*

Guidelines for E:

- *In preparing a response to this question, consider all the research conducted in Section I, 1A: Market Influences as well as the enrollment statistics from the last three to five years.*
- *Reference Sources: Occupational Outlook Handbook, Trade Journals, US/MA Department of Labor or Employment & Training, Enrollment Services, Institutional Assessment, Experienced-Based Education.*

Section I-cont.

5. Competition, Marketing Strategies, and Enrollment Projections

- A. Identify the program's primary competitors. Describe the process utilized and/or the rationale to determine the list of competitors.**

Response:

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

Response:

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

Response:

- D. Describe how program faculty work with the admissions officers to recruit students into the program. If unknown, outline a recruitment plan with specific activities.**

Response:

- E. Is the need for this program expected to grow or decline over the next five years? Please base your response on specific data.**

Response:

Guidelines for Section I-cont.

Guidelines for F:

- *Provide a rationale for these projections. For example, growth based on occupational projections for nation, state, or region or other labor market analysis.*
- *Suggest specific strategies the College can employ to meet these projections.*

Guidelines for G:

- *In this section, summarize your analysis of the competition, provide a rationale for your enrollment projections and recommend new or alternative strategies for program marketing and student recruitment. Please include a description of the ways in which you believe program faculty can assist in enrollment efforts.*

Section I-cont.

- F. 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.**

Response:

- G. Summary and Analysis: Competition, Marketing Strategies, and Enrollment Projections**

Response:

SECTION II: Curriculum, Instruction, Assessment, Program Credentials & Faculty

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 ante 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 noncredentialed knowledge and skill.

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

Guidelines for Section II: Curriculum, Instruction, Assessment, Program Credentials & Faculty

I. Foundations of the Program

Guidelines for A:

- *Base your response to this question on the environmental scan information collected and analyzed in Section I.*
- *Be sure to highlight those elements of the program that make it unique among its competitors.*

Guidelines for B:

- *Each degree and certificate program should have clear objectives to guide prospective students in their selection of an appropriate program of study. Review current program objectives and rewrite as needed to insure clarity and measurability.*
- *Reference Sources: Staff Development; Professional literature, Instructional Design Consultants, as needed.*

Guidelines for C:

- *Use this section to describe in measurable terms, the anticipated student outcomes or competencies acquired in this program of study.*
- *First, describe the core or “umbrella” competencies developed through the program. These are the general skills that all people must develop in order to be successful employees; they usually include skills such as learning to learn, teamwork, communication, etc. The SCANS (Secretary’s Commission on Necessary Skills, 1991) skills are often referred to as the standard definition of these general competencies.*
- *Attachment D: Secretary’s Commission on Achieving Necessary Skills (SCANS) Competencies and National Skill Standards Board model.*
- *Attachment E: Next Step Competency Model*
- *Next, the career-related or technical competencies are the targeted skills the particular program is designed to develop. Graduation competencies should be written to express the minimum level of competency acquired.*
- *Attachment F: QCC Nursing Education Competencies at Graduation (sample)*

Guidelines for D

- *Attachment G: QCC FY2001 Strategic Directions*

Guidelines for E:

- *The mission statement should state clearly and concisely why the program does what it does, its purpose.*

Guidelines for F:

- *In this section, provide summary comments addressing the program’s cohesiveness, its design and requirements relative to the program objectives, and assess how well it is positioned to respond to changes in the marketplace.*

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

1. Foundations of the Program

- A. Describe the rationale for offering this degree with respect to environmental scan information (job outlook) and its unique niche in its particular employment sector.**

Response:

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

Response:

- C. Define expected graduation competencies or student outcomes. Your response should include reference to general education outcomes, employability or “umbrella competencies”, and career-related competencies or technical skills.**

Response:

- D. Describe how the program supports the College’s mission and purposes**

Response:

- E. Prepare a draft program mission statement.**

Response:

- F. Summary and Analysis: Foundations of the Program**

Response:

Guidelines for Section II-cont.

5. Student and Program Assessment

General Guidelines:

- *In this section, please review relevant institutional data from the most recent five-year period. (You may find it easier to present this information in chart form.)*

Guidelines for C:

- *Describe the process for assessing student performance in internships. By whom? How often? Attach all relevant evaluation forms or guidelines.*

Guidelines for D:

- *Describe the types of four-year programs to which students typically transfer. To which colleges and universities are students transferring? Do most transfer immediately upon graduating from QCC or after working for a period of time?*

Guidelines for E:

- *When analyzing the actual earnings three years after graduation, use data derived from the Occupational Outlook Handbook to compare and contrast the projected earnings in the field with the actual earnings.*
- *Reference Sources: Institutional Assessment; Experience-Based Education; Transfer and Articulation; Occupational Outlook Handbook; MA Department of Employment & Training. MISER results.*

Guidelines for F, G & H:

- *In this section, please review relevant institutional data from the most recent five-year period.*

Section II-cont.

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 QCC placement tests each year for the last five years?**

Response:

- B. What are the graduating students' average college GPAs over the last five years? GPAs in major courses? Please describe the additional measures of central tendencies; i.e. median, mode, etc.**

Response:

- C. If relevant, how have students performed during their field placements or related work-based learning experience?**

Response:

- D. Indicate the number of students who have transferred to a four-year program, if applicable**

Response:

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

Response:

Program Statistical Data

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

Response:

- G. 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:

- H. Determine the average number of semesters it takes for students to complete the program.**

Response:

Guidelines for Section II-cont.

Guidelines for I:

- *Describe how program effectiveness is measured. Specifically, list strategies that are employed to determine if the program is successful in meeting its stated goals. For example, do the program faculty review relevant program statistics regarding enrollment, retention, and graduation? Does the program monitor student success in passing required licensure examinations or placement upon graduation? Has the program conducted any type of a student or employer satisfaction survey to determine if the program is developing the essential skills for the particular field of employment?*

Guidelines for J:

- *Provide summary comments as appropriate.*

Section II-cont.

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

Response:

- J. Summary and Analysis: Program Assessment**

Response:

SECTION III: Institutional Support and Other Program Resources

The combination of academics, vocational instruction, ties to local employers, and flexibility in designing programs is the unique strength of the community colleges.
-Excerpted from *Closing the Gap*, Massachusetts Institute for a New Commonwealth, 1997.

Guidelines for Section III: Institutional Support and Other Program Resources

Note: Use this section to reflect upon the types of institutional supports that are/would be useful and why.

I. Program Supports

Guidelines for A&B:

- *Provide as comprehensive a list as possible of all targeted marketing and recruitment strategies employed on behalf of this program.*
- *Suggest additional or alternative strategies.*
- *Reference Sources: Admissions; Institutional Development/PR & Marketing; Peers at other colleges; Advisory committee members; Professional literature*

Guidelines for C&D:

- *Provide as comprehensive a list as possible of all current linkages. Present information in chart form with the name of the business, CBO or other organization in one column and their respective contributions/involvement with the program in the second column.*
- *When providing suggestions for improved program linkages, please be as specific as possible. Identify the program need and the type of linkage that would be most appropriate.*
- *Reference Sources: Experience-Based Education; Institutional Development; Peers at other colleges; Professional literature.*

Guidelines for E & F:

- *Please base your response to this question on the analysis of curricular relevance completed in Section II, 1-4.*
- *Describe the current program plan for upgrading or replacing instructional equipment.*
- *If suggesting acquisition of new or additional equipment, please provide a well-reasoned rationale and approximate cost, if possible.*
- *Attachment J: Prioritizing Your List*

Guidelines for G:

- *In this section, add any other information pertaining to program supports that might prove helpful to this review.*

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. List targeted program marketing and recruitment strategies employed over the last two years? In your opinion, are they appropriate to sustain strong enrollment?**

Response:

- B. Provide recommendations for new or additional marketing or recruitment strategies.**

Response:

- C. Does the program have sufficient linkages with business, community-based organizations, other colleges and universities, or K-12 public schools? Please explain and cite specific examples. Present in chart form as explained in the guidelines for C & D, opposite page.**

Response:

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

Response:

- E. 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:

- F. If no, provide a list of required equipment purchases or upgrades. Please present this list in prioritized fashion and identify immediacy of the priority.**

Response:

- G. Summary and Analysis: Program Supports**

Response:

Guidelines for Section III-cont.

4. Physical Facilities

Guidelines for A:

- *Analyze carefully the strengths and limitations of the current physical facilities associated with the program.*
- *Do **NOT** limit your response by concerns regarding feasibility, space allocation, resources, or other perceived constraints. This is an opportunity to recommend a state-of-the-art design for instructional facilities that would support the program.*
- *If possible, discuss how other related programs might share these enhanced facilities.*

Guidelines for B:

- *The current physical facility may be sufficient from an instructional perspective. Now consider the facility from a marketing perspective (i.e. “selling the program”). Do the facility’s size, design, equipment, and availability draw students to QCC over the competitors’ programs?*
- *If possible, cite specific comparisons between QCC and its competitors.*

Guidelines for C:

- *Base the response to this question on the enrollment projections developed in response to Section I, 5F.*
- *If you project a need for additional classrooms and/or laboratories, please be as specific as possible regarding specifications.*
- *Again, do **NOT** limit your response to this question based on perceived constraints.*

Guidelines for D:

- *Provide additional detail regarding the physical facility that might prove helpful to this program review.*

Section III-cont.

4. Physical Facilities

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

Response:

- 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.**

Response:

- D. Summary and Analysis: Physical Facilities**

Response:

Guidelines for Section III-cont.

5. Program Financing

Guidelines for A:

- *If program funding has not been sufficient to meet the instructional objectives of the program, please be as specific as possible in your response.*

Guidelines for B:

- *Please complete a thorough cost analysis for the program. In addition to direct costs such as instructional salaries, support staff salaries, and materials and equipment, consider indirect costs. These will include such items as the costs associated with space allocation for classrooms, laboratories, faculty office space, equipment rentals/maintenance, lost opportunity costs, etc.*
- *Reference Sources: Academic Affairs; Administrative Services.*

Guidelines for C:

- *Base the response to this question on the enrollment projections developed in response to Section I, 5F.*
- *If you projected a need for additional classroom or laboratory space in the previous section, include the associated costs as well.*

Guidelines for D: Program Financing

- *Develop a recommended budget for the program for the next three to five years. Separate the projected costs into operating costs and capital expenditures. Please reference the projected enrollments in relation to the annual costs.*
- *Include any additional information regarding program financing that may be helpful to this program review.*

Section III-cont.

5. Program Financing

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

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, etc.)**

Response:

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

Response:

- D. Summary and Analysis: Program Financing**

Response:

SECTION IV: Executive Summary of Findings

“In times of change, it is the learners who will inherit the earth, while the learned will find themselves beautifully equipped for a world that no longer exists.” Eric Hoffer
- Excerpted from the website of the American Association of Community Colleges

Guidelines for Section IV: Executive Summary of Findings

Please synthesize the results of the research and analyses completed during the program review.

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

List of Required Documents

In addition to completing all sections of the IPR guidebook and writing the executive summary, each program must submit the following documents as separate attachments.

- **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 OCC Program: What makes our program unique?

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.

- **New/Revised Curriculum in Catalog Format;** 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.
- **New/Revised Course Descriptions;** Please check the accuracy of the course prerequisites, course numbering, etc. All changes are subject to the governance process before adoption.
- **Curriculum Plan;** This should be presented in chart format as in Attachment I.
- **Prioritized List of Program Needs;** This list should include faculty, equipment, facility and/or instructional materials. Rank order in terms of immediacy.

Refer to Attachment J: Memo dated August 16, 2000 Summary of Recommendations from Internal Program Review Spring 2000.

Section IV: Executive Summary of Findings

Briefly summarize the program highlights and recommendations for program improvement (2-4 pages). Provide a summary of action steps that prioritize what needs to be done with an estimated timeline for completion. Remember that this document will be presented to the QCC Board of Trustees and the President's staff as a tool for negotiating necessary program resources.