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INTRODUCTION

ACADEMIC PROGRAM EFFECTIVENESS SYSTEM MIDLANDS TECHNICAL COLLEGE

Midlands Technical College is committed to students, to the achievement of excellence, and to the Vision that the college can meet these commitments only through a plan of assessing and strengthening the college's effectiveness. The college has endorsed an Institutional Effectiveness Program which incorporates basic elements of planning and evaluation resulting in on-going institutional improvements. Central to this effort is the effectiveness of the academic programs which exist to influence positively the future life and work of students.

The College and Education Divisions developed and adopted a Program Effectiveness System to assess the effectiveness of majors or academic departments from a variety of perspectives: those of students, graduates, advisory committee members, employers, and college faculty and administrators. The most important focus of this effort is on students -- their learning outcomes and their successes. In support of each program review effort, the director of Academic Planning and Reporting, with support from other Assessment Research and Planning personnel, assists academic program faculty in organizing the collection of data needed to make good decisions about program improvement.

Listed below are the guidelines and assumptions used in conducting the Program Effectiveness System and in completing this evaluation.

- A. The determination and assessment of student outcomes is essential to academic program assessment--especially those capstone or exit competencies expected after program completion. While student outcomes will vary with individual programs, they must be appropriate to the academic field, the student, and the mission of the college.
- B. Academic program assessment will include a variety of success indicators or criteria such as measures of student achievement and satisfaction, enrollment, retention, program completion, job placement, employer satisfaction, average GPA, faculty credentials, student evaluation of instruction, licensure results; as well as measures related to program accreditation.
- C. Stated outcomes and the program assessment plan should address general education skills, desired behaviors, and knowledge as well as career/technology skills and knowledge.
- D. The Program Effectiveness System operates on a three-to-five year cycle, and typically coincides with self-studies and external accreditation agency visits. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills, and attitudes leading to employment in the field or discipline and/or success in a transfer senior-level program.

- E. The program review process will identify, through recommendations based on documented findings, future directions and actions for the program. These recommendations will be included in the unit's strategic and annual operational plans. The progress on achieving approved Program Review recommendations is assessed after one year to provide accountability to the program review process.
- F. The director of Academic Planning and Reporting will assist academic department chairpersons and faculty in collecting data elements selected by faculty and department chairs, as well as standard data elements prescribed by the college/state or accrediting agencies. The director will also assist in analyzing results of the program assessment, in order to validate current efforts and make recommendations for changes.
- G. While other college entities have responsibilities for providing requested data, the program coordinator has the ultimate responsibility for insuring that the assessment data is complete and accurate and that the findings are based on this data.
- H. Chief responsibility for the design and use of the program review process for making program improvements lies with the program chairperson, faculty, and the vice presidents for Career Programs and Arts and Sciences. All of these individuals are involved in follow-up activity once the review has been completed.

ACADEMIC PROGRAM REVIEW TIMELINE

2008 – 2009 Cycle

First Half of Academic Year June 30 – December 15

1. [Meeting One - Orientation](#): Director of Academic Planning and Reporting meets with Department Chairs and Program Coordinators to discuss the *Program Review Guide*, timeline, and survey development process. (May)
2. [Meeting Two - Survey Design](#): The Program Coordinator and Department Chair (optional) meet with the ARP Survey Research Lab staff to review previous surveys conducted on behalf of the Program and develop needed survey instruments (current student, alumni and employer). (May)
3. The ARP Survey Research Lab staff completes the drafts of all survey instruments to be used in the Program Review process and forwards minutes from the survey design meeting, timeline, and drafts of the survey instruments to the Program Coordinator and Department Chair for review and approval. (June)
4. The Program Coordinator informs faculty of classes included in the Current Student Survey and coordinates return of completed surveys to the ARP Survey Research Lab. (July or September)
5. The Program Coordinator completes the *Curriculum and Faculty Review Form* for their Program as well as the DACUM for the Program and forwards copies of the *Curriculum and Faculty Review Form* and the *DACUM Facilitator's Report* to ARP. (Sept)
6. [Meeting Three - Data Review and Planning \(Midpoint\)](#): The Dept. Chair and Program Coordinator meet with the ARP Dir. of Academic Planning to review the completed *Curriculum and Faculty Review Form*, the *Facilitator's Report* from the DACUM meeting, and the vitality statistics provided by ARP. This meeting is also used to discuss development of the *Executive Summary* and review *Program Competencies*. (Oct)
7. ARP Survey Research Lab completes the analysis and reports for the Current Student, Alumni and Employer surveys and forwards the reports and the *Program Review Key Data Form* with survey results to the Program Coordinator and Department Chair. (Nov/Dec)
8. The Program Coordinator completes the *Program Competencies Form*, identifying the outcomes and measurements, and forwards the completed document to ARP. (Dec)

Second half of Academic Year January 2 – May 30

9. The Program Coordinator drafts the *Program Review Executive Summary* detailing the Program's strengths, weaknesses and recommendations, incorporating DACUM findings and completing the *Program Recommendations Form*. The Program Coordinator reviews the draft with the Department Chair. (Feb)

10. [Meeting Four - Finalization Meeting](#): Program Coordinator meets with the ARP Director of Academic Planning and Reporting to review data analysis and draft of the *Executive Summary* and *Program Recommendations Form*. (Mar)
11. The Department Chair and Program Coordinator meet with the appropriate Associate Vice President to finalize the *Executive Summary* draft and discuss the strengths, weaknesses and priority recommendations of the Academic Program Review. (Apr)
12. The final *Executive Summary* is sent to the ARP Director of Academic Programming by the Program Coordinator with all supporting forms and materials. (May)

Revised 05/12/08

PROGRAM REVIEW REPORT CHECKLIST

Please complete each of the following items. Check the box next to each item when completed.

- Curriculum and Faculty Review Form with Appendices A, B, and C**

- DACUM Facilitator's Report**

- Survey Reports** including Student, Alumni, and Employer Survey Reports from the Office of Assessment, Research, and Planning

- Program Review Key Data Form** with three (3) years worth of data

- Trends and Observations Form** with your comments

- Program Competencies Form**

- Executive Summary Outline Form and Recommendations Form**
(Priority Recommendations must address the weaknesses noted)

- Signature Page**

EXECUTIVE SUMMARY OUTLINE

Program:

Description of Program/Background Information:

Important Findings:

Strengths (Please itemize each strength):

Weaknesses (Please itemize each weakness):

Priority Recommendations (See Recommendations Form):

RECOMMENDATIONS FORM

Recommendations	Priority	Action Timetable	Person(s) Responsible for Action on Recommendation	Background Information
1.				
2.				
3.				
4.				
5.				

CURRICULUM AND FACULTY REVIEW FORM

A. CURRICULUM

1. General information, based on current college Catalog:

Name of Program Required Credits for Completion

Degree: _____ **Credit Hours:** _____

Diploma: _____ **Credit Hours:** _____

Certificate: _____ **Credit Hours:** _____

2. Briefly describe program curriculum. Review and correct the attached sheets with program course listings.

3. Primary employment market and employment trends:

4. Admission criteria:

Placement Testing

ASSET

RDG _____

MAT _____

ENG _____

COMPASS

Reading Skills: _____

Pre-Algebra Skills: _____

5. List the courses in your program that meet each general education core competency:

Core Competency	Course(s)
Communication Skills: Written Oral	
Mathematics	
Scientific Method	
Individual or Social Behavior	
Computer	
Humanities	

6. List all approvals/accreditations for the program:

7. Are program and course competencies based on a recent DACUM, verified DACUM, (or other means of identifying competencies)? Yes No

Date of most recent DACUM: _____

8. Briefly describe any major curriculum changes over the last three years:

9. **Program Course Requirements:** Please place current copies of the General, Major, and Additional course requirements for the program as **Appendix A.**

10. **Course Syllabi:** Please place a syllabus for each course taught in your program as **Appendix B.** Each syllabus must include:

- student competencies and their measures
- evaluation methods
- ways for students to contact faculty members

B. FACULTY

- 1. Number of full-time faculty** (current fall term): ____
- 2. Program percentage of sections or hours taught by adjunct faculty:** ____ (use previous fall term loading) (for Nursing and Health Sciences, use contact hours).
- 3. Current program faculty loading:**
 - a. average full-time faculty load: ____
 - b. number of full-time faculty teaching an overload: ____
 - c. number of SECTIONS taught by adjuncts: ____
- 4. Do all program faculty meet SACS standards for faculty?** Yes No .
If No, explain:

- 5. Describe how full-time faculty in the program are assessed for teaching effectiveness:**

- | | |
|---|--|
| <input type="checkbox"/> dept. chair observations | <input type="checkbox"/> student evaluations |
| <input type="checkbox"/> peer observations | <input type="checkbox"/> external evaluation |
| <input type="checkbox"/> self-evaluation | <input type="checkbox"/> other, please explain |

- 6. Describe the process and methodologies used with adjunct faculty to improve their instruction in addition to the mandatory first semester in-class evaluation.**

- 7. Full-time Faculty Listings:** Please include a listing of full-time faculty as **Appendix C** in your Program Review Report.

THE DACUM PROCESS

DACUM is the acronym for *Designing A Curriculum*. It is a structured analytical process used to assist faculty and administrator in the design, development, implementation, validation, revision and evaluation of academic programs by identifying the desired program competencies and learning outcomes. The DACUM is based three basic principles: (1) expert workers are better able to describe/define their job than anyone else; (2) any job can be effectively and sufficiently described in terms of the tasks that successful workers in that occupation perform, and (3) all tasks require certain knowledge and skills, tools and equipment, and worker behaviors in order for workers to perform the tasks correctly.

The DACUM process consists of four phases: job analysis workshop, instructional development, implementation, and evaluation/renewal.

Job Analysis Workshop. This is the most visible part of the DACUM process. A group of 6-10 expert workers, led by a trained facilitator, brainstorm and reach consensus to define, or redefine /validate, the duties, tasks, knowledge, skills and behaviors required by the job. This process results in a DACUM Chart (example follows) which details the competencies/duties; associated tasks; required behavior, attitude and traits; general skills and knowledge; required tools and equipment; and emerging trends.

Instructional Development. During this phase an analysis of the competencies, specific skills, knowledge and abilities the worker needs to perform each task is conducted. The outcomes of this phase are learning outcome statements, course identification/development, learning activities, instructional materials and detailed assessment criteria.

Implementation. This phase entails the acquisition of needed resources (instructors, instructional supplies and equipment, etc.) and the conduct of courses.

Evaluation/Renewal. Every three years another DACUM or Modified DACUM should be conducted to validate the original competencies and standards and to identify any new competencies that should be added.

NOTE: Ideally the DACUM Chart produces in the Job Analysis phase will be independently reviewed and validated by another group of experts who were not on the initial panel. This may be accomplished by soliciting participation and sending the participants, via mail or e-mail, the complete DACUM chart and instructions. Care needs to be taken to have personal contact with each participant, face-to-face or telephonic, to ensure that the instructions and time requirements are fully understood.

DACUM and MTC's Program Review.

An integral part of the college's scheduled periodic program review is the detailed identification of the competencies that graduates from the reviewed program require for successful entry into the job market. The college has mandated that a DACUM or Modified DACUM will be conducted to accomplish this. Programs that are accredited by National Agencies that mandated and provide detailed program competencies as a basis for accreditation are not required to conduct a DACUM as part of the college's Program Review. These accredited programs are, however, encouraged to conduct a Modified DACUM to ensure that any unique local job requirements are met.

Modified DACUM

A Modified DACUM differs from the normal DACUM in that the Job Analysis begins with the existing set of program competencies. The display of the existing program competencies should be in the format of a DACUM chart (see following example). The group of expert workers, under the guidance of a DACUM trained facilitator, reviews and determines if the existing program competencies, skills, behaviors, equipment, etc. are current and valid or need revision, identify any additional competencies need to be incorporated into the program, and identify any emerging trends that may impact the program. As with the normal DACUM, the Modified DACUM produces DACUM Chart. This may be a validation of the existing competencies with no revisions or a chart with revised and/or additional competencies.

A normal DACUM should take two to two and a half days. A Modified DACUM may only take a half-day, depending on the time it takes the group of expert workers to reach consensus.

DACUM Workshop Roles

A significant part of the DACUM process involves planning in advance of the actual workshop. Steps in planning process are accomplished by a joint effort of the Department Chair, Program Coordinator, program faculty and Department Support Staff.

Role of Dir. Academic Planning and Reporting

6-9 Months Prior to Workshop

- Notify Program Coordinator/Department Chairs of next Program Review cycle
- Brief Program Coordinator/Department Chairs on DACUM workshop requirements, expected outcomes and responsibilities.

3-6 Months Prior to Workshop

- Brief Advisory Committee on Program Review and DACUM processes (if requested)

Post DACUM

- Review final DACUM Chart.

Role of Department Chair

3-9 Months Prior to Workshop

- Meet with Dir. Academic Planning and Reporting and Program Coordinator to discuss DACUM workshop requirements, expected outcomes and responsibilities.
- Meet with the program coordinator to establish procedures for contacting workshop participants, set date for the DACUM workshop, and budget.
- Coordinate scheduling room for DACUM Workshop.

30-60 Days Prior to Workshop

- Coordinate with Department Chair to contact potential participants (minimum of 12) (need DACUM participant's place of work, name, addresses, and phone number)
- Order break snacks and breakfast/lunch
- Coordinate with operations for reserved parking

7-10 Days Prior to Workshop

- Call/ or mail reminder letter to workshop participants with directions, parking instructions, etc.
- Recheck room availability and food arrangements.
- Ensure workshop supplies are available.
- Verifying room setup and meal count.
- Prepare panel identification cards and name tags.

DACUM Workshop Day

- Ensure workshop supplies and participant name tags are in workshop room.
- Welcome DACUM Workshop participants and thank them for attending.
- Attend DACUM workshop (in an observer only role) throughout the day as schedule permits.
- Attend DACUM luncheon, if schedule permits.
- Present DACUM workshop participants with certificates of appreciation/participation.

Post DACUM

- Review new DACUM Chart for completeness and any potential curriculum revisions.
- Work with Program Coordinator to develop implementation plan and budget for any needed changes.

Role of Program Coordinator

6-9 Months prior to DACUM Workshop

- Meet with Dir. Academic Planning and Reporting and Department Chair to discuss DACUM workshop requirements, expected outcomes and responsibilities.

3-6 Months prior to DACUM Workshop

- Meet with the program coordinator to establish procedures for contacting workshop participants and set date for the DACUM workshop
- Meet with program advisory committee to explain DACUM and solicit information on potential “experts” to participate (name, telephone number)

30 - 90 Days prior to Workshop

- Coordinate with Department Chair to contact potential participants (minimum of 12) (need DACUM participant’s place of work, name, addresses, and phone number)
- Review existing DACUM Chart with program faculty and revise as needed to ensure all current competencies taught are included and send updated copies to DACUM Facilitator and Dir. Academic Planning and Reporting

DACUM Workshop Day

- Welcome DACUM Workshop participants and thank them for attending.
- Attend DACUM workshop (in an observer only role) throughout the day as schedule permits.
- Attend DACUM luncheon, if schedule permits.
- Present certificates of appreciation/participation to DACUM workshop participants

Post DACUM

- Review the draft DACUM profile for program specific content.
- Coordinate review and analysis of match of current course competencies (through the use of a matrix) with the competencies identified by the DACUM.
- Develop/review course syllabi/modules as necessary.
- Process new courses through course approval process.
- Mail Final Copy of DACUM Chart to participants.
- Send "thank you" letter to panelists/supervisors.

PROGRAM COMPETENCIES FORM

Upon successful completion of the certificate, graduates should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Definition of Mastery of Program Competencies:

Capstone Course/Experience/Document:

**Licensure Test Results Form
(If Applicable)**

Vitality Statistics

(Sample provided on next page)

Vitality Statistics Sample

* The %'s for Headcount FTE Are A Proportion of the Total Division Enrollment

PROGRAM : ACCOUNTING (DEGREE) [35002]										
Enrollment:										
Fall Term	2001		2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total Headcount	327	32%	294	31%	202	21%	211	22%	265	27%
FTE	187.80	31%	179.40	30%	127.07	21%	124.49	20%	155.47	25%
Full-time	120	37%	121	41%	93	46%	82	39%	94	35%
Part-time	207	63%	173	59%	109	54%	129	61%	171	65%
Day	135	41%	124	42%	88	44%	75	36%	78	29%
Night	122	37%	105	36%	44	22%	80	38%	110	42%
Both	70	21%	64	22%	70	35%	56	27%	77	29%
STUDENT PROFILE:										
Fall Term	2001		2002		2003		2004		2005	
	No.	%	No.	%	No.	%	No.	%	No.	%
Gender:										
Male	64	20%	57	19%	38	19%	36	17%	59	22%
Female	263	80%	237	81%	164	81%	175	83%	206	78%
Ethnicity:										
Black	129	39%	127	43%	89	44%	92	44%	106	40%
White	144	44%	138	47%	91	45%	104	49%	135	51%
Hispanic	8	2%	9	3%	5	2%	3	1%	6	2%
Other	46	14%	20	7%	17	8%	12	6%	18	7%
Average Age:	31		30		29		29		30	
Section Size: (Includes all ACC/BAF courses)										
Fall Term	2001		2002		2003		2004		2005	
# of Sections	66		66		59		53		54	
Average Enroll/Section	15		15		16		15		16	
**Retention:										
Fall to Fall	Cohort 2001-02		Cohort 2002-03		Cohort 2003-04		Cohort 2004-05			
	57.0%		54.0%		57.4%		59.2%			
***Graduates/Placement:										
Summer-Spring Terms	2000-01		2001-02		2002-03		2003-04			
# Graduated	34		52		36		32			
# Available for Placement	34		51		35		31			
% Placed	79%		84%		80%		55%			
** Retention percentages are based on the entire credit population in the cohort fall term and the number of the cohort students who graduate or are enrolled the succeeding fall term.										
*** Graduate Placement is based upon the official data reported to SBTCE. Only graduates who are employed in jobs related to their award or enrolled in an institution of higher education are counted as placed.										

PROGRAM REVIEW KEY DATA FORM

DATA	STANDARD	MEASUREMENT/ DATA SOURCE	2005- 2006	2006- 2007	2007- 2008
I. Effectiveness					
A. <u>Learning Outcomes:</u>					
Goals Achieved	90% of graduates indicate goal achievement	Alumni Survey			___%
Mastery of Capstone Competencies of the Major	90% of students attain capstone competencies	Assessment process includes only students who complete the competency experience	___%	___%	___%
General Education Core	80% of students will demonstrate satisfactory mastery of the defined general education core competencies in their program major	Tracking of student attainment of a grade of “C” or better in general education courses. SQBA 155 – Charles Parker	___%	___%	___%
Success at Senior Institutions	GPA equal to native population	Reported by senior institutions to Assessment, Research and Planning	N/A	N/A	N/A
B. <u>Client Satisfaction:</u>					
Student Satisfaction	90% satisfaction with program	Student Survey			___%
Alumni Satisfaction	90% satisfaction with program	Alumni Survey			___%
Employer Satisfaction	90% satisfaction with program graduates	Employer Survey			___%
	85% satisfaction with general education skills	Employer Survey			___%

DATA	STANDARD	MEASUREMENT/ DATA SOURCE	2005- 2006	2006- 2007	2007- 2008
C. <u>Vitality</u>					
Placement in Field (Duplicate Headcount)	90% placement in field	Annual Placement Report (Charles Parker)	____%	____%	____%
Annual Unduplicated Headcount of Program Majors/FTE	At least 16 students (12 FTEs) in most recent fall term (SBTCE).	Fact Book Sheet given by Stacy Burns	____%	____%	____%
Advisory Committee Participation	80% of members demonstrate involvement with the program	Department Chair's Report On Advisory Committees	____%	____%	____%
Percent of Adjunct Faculty in Major	No more than 40% of sections (contact hours in HS and NUR) taught in a term by adjuncts	Departmental Calculation	____%	____%	____%
Adjunct Faculty by Discipline in General Education (AA/AS only)	No more than 40% of sections taught in a term by adjuncts	AA/AS Report (Charles Parker)	____%	____%	____%
Faculty Credentials	100% of faculty meet SACS requirement	Department Chair along with HRM, SACS Criteria and MTC Policy Fact Book Sheet	____%	____%	____%
Graduates	At least 6 graduates per year (SBTCE).		____	____	____
Retention	Equal to or above 51.5% national 2-year college retention rate (ACT) and Equal to or above 49% SBTCE average rates for programs within SC	Retention Data (Vitality Study) adapted as appropriate	____%	____%	____%
II. Efficiency					
Average Section Size	Equal to or above FTE Productivity Factor	MTC Fact Book	____	____	____

PROGRAM REVIEW DATA--TRENDS & OBSERVATIONS

DATA ELEMENT	STANDARD	COMMENTS (optional)
I. Effectiveness		
A. <u>Learning Outcomes:</u>		
Goals Achieved	90% of graduates indicate goal achievement	
Mastery of Capstone Competencies	90% of students attain capstone competencies	
General Education Core	80% of students will demonstrate satisfactory mastery of the defined general education core competencies in their program major	
Success at Senior Institutions	GPA equal to native population	
B. <u>Client Satisfaction:</u>		
Student Satisfaction	90% satisfaction with program	
Alumni Satisfaction	90% satisfaction with program	
Employer Satisfaction	90% satisfaction with program graduates	
	85% satisfaction with general education skills	
C. <u>Vitality</u>		
Placement in Field (Duplicate Headcount)	90% placement in field	

DATA ELEMENT	STANDARD	COMMENTS (optional)
Annual Unduplicated Headcount of Program Majors/FTE	At least 16 students (12 FTEs) in most recent fall term (SBTCE).	
Advisory Committee Participation	80% of members demonstrate involvement with the program	
Percent Adjunct Faculty in Major	No more than 40% of sections (contact hours in HS and NUR) taught in a term by adjuncts	
Adjunct Faculty by Discipline in General Education	No more than 40% of sections taught in a term by adjuncts	
Faculty Credentials	100% of faculty meet SACS requirement	
Graduates	At least 6 graduates per year (SBTCE).	
Retention	Equal to or above 51.5% national 2-year college retention rate (ACT) and Equal to or above 49% SBTCE average rates for programs within SC	
II. Efficiency		
Average Section Size	Equal to or above FTE Productivity Factor (SBTCE)	

PROGRAM REVIEW SURVEY PROCESS

General

In 2006, the college revised the process for conducting the Graduate Follow-up, Employer Follow-up, and Current Student surveys. All three surveys have been standardized and are developed in a scannable format by the ARP office. In order to expedite survey development, Survey Research Lab will schedule a survey design meeting after the initial Program Review Orientation meeting.

The Current Student Survey

This survey targets students who have completed at least one semester of required courses in the program (non general education), providing a survey base of students who have some knowledge of the Program and the College. Course(s) to be surveyed are determined by the Program Coordinator with consideration given to providing the highest number of unduplicated respondents as possible. Each student should only be surveyed once, so if multiple courses are selected, care must be taken to select courses that preclude dual surveying. A copy of MTC's standardized Current Student Survey is included on page 28.

The Graduate Follow-up (GFU) Survey

All graduates are now surveyed within a year of graduation using a standardized MTC survey that covers the basic Program Review requirements as well as requirements of external agencies. A copy of the annual MTC Graduate Follow-up (GFU) Survey is included on pages 30-32. A generic Alumni survey is based on the GFU and is frequently used by Program Coordinators when response rates to the GFU are too low for their program or additional information from graduates is desired. A sample of the Generic Alumni Survey is included on page 33.

The Employer Survey

The Employer Survey is mailed to employers of all surveyed graduates giving permission to do so. Response rates to the Employer Survey are typically low and at least two follow-up mailings are required. Response rates are improved when Program Coordinators/Faculty/Department Chairs contact the employers during the survey process.

The surveys are mailed with a cover letter from the Program Coordinator. The cover letter, as well as contact with employers, encourages employers to have the survey completed by the individual responsible for direct supervision of the graduate

Review of the Employers and addresses is a Program Coordinator function. ARP will provide a list of employers captured in the Graduate Follow-up Surveys and any additional employers captured during the alumni survey process. A copy of the standardized MTC Employer Survey is provided on page 35.

Responsibilities in the Surveying Process

Program Coordinator/Department Chair

- Meet with the ARP Survey Research Lab team to develop the Current Student, Alumni, and Employer surveys. You should have a firm concept of what you want to evaluate prior to this meeting as well as a draft of any specific questions that you want to ask.
- Current Student Survey
 1. Select the course(s) for the Current Student Survey and provide this list to the Survey Research Lab team.
 2. Administer the Current Student survey in class and collect the completed surveys (normally this consists of designating a student to collect the completed surveys and sealing them in an envelope). As part of the administration of the survey you should explain to the students the importance of providing truthful answers and encourage them to make comments to explain their answers where noted. It is critical that the student be instructed in the correct manner to mark the survey. A short list of instructions will be provided to faculty by ARP to facilitate this process.
 3. Return the completed surveys in the sealed envelope to the ARP Survey Research Lab for analysis

(All surveys are developed in a scannable format and must be produced by the ARP office. These surveys cannot be reproduced with a copier.)

- Alumni Survey. Program Coordinators typically request a survey of five years worth of Program graduates, especially if they would like responses to specific core competencies. This special alumni survey is necessary when responses to the annual GFU are not large enough to be considered representative of the Program's graduate pool.
 1. Prepare a cover letter for the Alumni Survey. (Draft provided).
 2. Provide a scannable signature.
 3. Review the alumni list provided by the Survey Research Lab from Colleague records.
- Employer Survey.
 1. Prepare a cover letter for the Employer Survey. (Draft provided).
 2. Review the employer list provided by the Survey Research Lab.
 3. If possible, contact the employers during the survey process and encourage them to complete the survey.

(continued on next page)

Responsibilities (contd.)

Office of Assessment, Research and Planning (ARP)

- Provide Employer list from Graduate Follow-up Survey and/or Program Alumni Survey.
- Schedule orientation survey meeting.
- Provide assistance in designing the surveys.
- Produce the actual survey instruments.
- Administer Alumni and Employer surveys.
- Analyze the completed surveys, prepare reports, and distribute to Program Coordinator/
Department Chair/Division VP.

Revised 05/12/08

APPENDIX A

Program Course Requirements (Sample)

Major: (61Credit Hours)
Degree: Associate in

A. General Education Course Requirements (18 credit hours)			Credit Hours
ENG	101	English Composition I	3.0
ENG	102	English Composition II	3.0
MAT	102	Intermediate Algebra	3.0
PSY	201	General Psychology	3.0
SPC	205	Public Speaking	3.0
		Approved Humanities Course	<u>3.0</u>
		Subtotal	18.0

Major courses meeting other college general education core requirements are starred (*) below.

B. Major Course Requirements (15 credit hours)			Credit Hours
CGC	110	Electronic Publishing*	3.0
CGC	122	Basic Offset Press Operations	3.0
CGC	125	Basic Offset Preparation	3.0
CGC	222	Advanced Offset Press Operations	3.0
CGC	225	Image Assembly	<u>3.0</u>
		Subtotal	15.0

C. Additional Course Requirements (29 credit hours)			Credit Hours
BAF	101	Personal Finance	3.0
CGC	101	Introduction to Graphic Techniques	3.0
CGC	135	Commercial Graphic Operations	3.0
CGC	206	Typography II	3.0
CGC	210	Advanced Electronic Publishing	3.0
CGC	240	Senior Projects in Commercial Graphics	3.0
CHM	101	General Chemistry I*	4.0
CWE	111	Cooperative Work Experience I	1.0
CWE	122	Cooperative Work Experience II	2.0
		General Elective	<u>3.0</u>
		Subtotal	29.0

Total Credit Hours: 61.0

SAMPLE Certificate: (56 credit hours)

			Credit Hours
CGC	101	Introduction to Graphic Techniques	3.0
CGC	110	Electronic Publishing	3.0
CGC	206	Typography II	3.0
CGC	210	Advanced Electronic Publishing	3.0
CWE	111	Cooperative Work Experience I	1.0
CWE	122	Cooperative Work Experience II	2.0
ENG	101	English Composition I	3.0
ENG	102	English Composition II	3.0
MAT	102	Intermediate Algebra	3.0
OST	105	Keyboarding	3.0
OST	210	Document Production	<u>3.0</u>
Total Credit Hours:			30.0

Offset Pre-Press Techniques (26 credit hours)

			Credit Hours
CGC	101	Introduction to Graphic Techniques	3.0
CGC	105	Photography I	3.0
CGC	110	Electronic Publishing	3.0
CGC	125	Basic Offset Preparation	3.0
CGC	225	Image Assembly	3.0
CWE	112	Cooperative Work Experience I	2.0
ENG	101	English Composition I	3.0
MAT	102	Intermediate Algebra	<u>3.0</u>
Total Credit Hours:			26.0

APPENDIX B

Course Syllabi

Each syllabus must include:

- student competencies and their measures
- evaluation methods
- ways for student to contact faculty member

**Syllabi Are Available in
Electronic Format**

**See
Charles Parker or
Department Chair**

APPENDIX C

Full-Time Faculty Listings

Example: (Please format each listing as follows)

Johnson, Matthew Logan (1999), Instructor, Accounting; M.Acc., University of South Carolina.

APPENDIX D

ACADEMIC PROGRAM REVIEW CYCLE									
Revised April 2008									
2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
MLT	HIM	AA	MED	AOT	MLT	HIM	RES	MED	AOT
NMT	EEM	AS	SUR	CPT	NMT	EEM	AET	CGC	CPT
RAD	AUT	RES	MKT	TSM	RAD	AUT	EET	SUR	TSM
RDT	BCT	AET	MGT	LEG	RDT	BCT	CET	HVAC	PHM
CGC	ADN	EET	ACC	HUS	CGC	ADN	CRJ	LEG	DVS
HVAC	PNR	CET	DTA	PHM	HVAC/R	PNR		MKT	HUS
PTA**		CRJ	DHG	DVS	PTA**			MGT	ACC
MTT					MTT				MTT

Notes: *CRJ was moved to 05-06 due to military deployment of program coordinator.

** PTA moved to 08-09 due to change in program coordinator; BCT is tentatively scheduled for the 2009-10 cycle depending on enrollment and graduate levels. Other notes: ABET is every six years, ACBSP every 10 years, ADN is every eight years and all other are on a five year cycle.