MIDDLESEX COMMUNITY COLLEGE

PROGRAM REVIEW/ SELF STUDY

FOR

_____

Name of Program/Department/Area

2017 – 2018

Contributors:

Program/Department/Area Chair/Director/Coordinator
All Fulltime Faculty/Staff
MCC "Internal" Consultant (from another relevant program/department/area)
Advisory Board Consultant (if appropriate)
Career/Transfer Consultant (if appropriate)
Institutional Research Consultant (if appropriate)
Assessment Consultant
Dean

MIDDLESEX COMMUNITY COLLEGE

<u>Program/Department/Area Review</u>
(note: In this document, the terms "program", "department" and "area" are
used interchangeably. Please customize according to your needs.)

SECTION I: ABSTRACT/EXECUTIVE SUMMARY
At completion of your review process, provide an overview and context for the reader, highlighting key insights into the "what", "who", "why", "how" and "so what" of your program and this self study.

SECTION II: SELF STUDY QUESTIONS & GOALS
What are the most important questions/concerns that you expect this process to help you answer?

SECTION III: PROGRAM MISSION

SECTION IV: STUDENT LEARNING OUTCOMES

Map your courses/learning activities to your Program Student Learning Outcomes (PSLOs), identifying in which courses/learning activities the outcomes are **Introduced (I), Developed (D)**, and where students are expected to demonstrate **Transfer-Ready Competency (C)**, as evidenced by course/learning activity student learning outcomes (CSLOs). **Please include relevant CSLO(s) from courses/learning activities supporting PSLOs at (C) Competency level.**

Curriculum Map:

PSLO	ISLO supported by PSLO	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity	Course/ Learning Activity

Does your Curriculum Map suggest a need to make changes to the **availability** and/or **sequencing of** opportunities for students to develop and achieve any PSLO within the program/area? If so, please explain.

SECTION V: ASSESSMENT

Use your annual E-Series forms to complete this table. In future years, tables should reflect all years since previous program review. These forms are applicable to all academic and some co-curricular programs.
NOTE: All changes described in Column 5 should be re-assessed within appropriate time period to determine efficacy and value for scaling.

YEAR	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
2016-17						
2017-18						

Describe your assessment work as reflected above (use the following prompts as helpful and relevant):
- What were your assessment projects?
- How do you determine which sections of which courses contribute artifacts?
- How do you ensure that the artifacts you collect are representative of your overall student population?
- What criteria have you used to assess student learning and achievement?
- Based upon your reassessment, what changes (see Column 5 above) have been effective?
- What are the most important "takeaways" that have emerged from this work?

SECTION V: INSTITUTIONAL DATA

The Institutional Research Office provides academic programs with a standard data packet, but is happy to generate additional data as needed. Please use the provided data packet to examine and discuss your program's:

- Enrollment trends
- Student demographics
- Course completion rates
- Graduation/transfer rates

SECTION VI: LABOR/MARKET TRENDS

Identify and discuss **labor/market trends** that may impact current and future graduates of this program, based on input from advisory boards, focus group meetings with recent graduates, and national and regional data.   Some possible sources for such data include:

- http://online.onetcenter.org (use "Find Occupations")
- http://lmi2.detma.org/lmi/FPlmiforms1.asp

SECTION VII: PROGRAM EVALUATION SUMMARY

A.   Program Strengths
        (Bulleted List with reference to the question(s) numbers in the program review
        where this strength is explained.)

B.   Program Action Plan for Improvements, Budgetary Implications, Timelines.
        Program Review is both evaluative and forward-thinking, offering the
        opportunity to set future directions for the program.

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation

EXTERNAL CONSULTANT (if applicable): After you have completed the self study and
received feedback from an external consultant, please integrate that feedback into
appropriate sections of this review, and include a copy of the external consultant's
report in the Appendices.