Program Review Summary Form

The purpose of the Program Review summary is to provide the program with additional perspectives and to obtain information concerning all administrative and educational aspects of the program. The Program Review Leadership Team verifies and supplements the information contained in the *Program Review Report*. This perspective includes a judgment of program quality and assessment of the effectiveness of the instructional program.

The continuous Assessment and Outcomes process at College ABC should involve the Provost, Deans, Division Chairs, Program Coordinators and faculty, employees, and students regarding the operation and progress of the program. The review team should focus its review and recommendations on the following major areas:

1. Quality of degree programs and student learning.
2. Quality of faculty/staff and program productivity.
3. Quality of recruitment and retention of a diverse faculty, staff and student body.
4. Quality of management, adherence to policies and collegial environment.
5. Quality of planning, evaluation and resources maximizing program effectiveness in terms of allocation.

When completing the report, please address the five "Quality" statements above. The questionnaire that follows should be used as a guide in collecting information necessary to adequately respond to all five "Quality" statements.

Questionnaire

Please answer "yes" or "no" or "NA" (Not Applicable) for each question and provide an explanation in the comments section when appropriate (all "no" responses must be accompanied with an explanation). Also, please provide the source of information (e.g. results of surveys, self-study, interviews, etc.) used to answer each question.

Quality of Degree Program and Student Learning

Question	For each question: type in Yes / No / NA	Comments
1. Is the sequence of courses leading to the degree appropriate?		
2. Does the curriculum contain at least 15 semester hours of general education courses including at least one course in each of the following areas identified by SACS: humanities/fine arts, social/behavior science, and natural sciences/math?		
3. Is there evidence that graduates are competent in communication, critical thinking, learning independently and examining relationships in diverse and complex environments?		
4. Are instructional techniques and policies appropriate for the curriculum and types of students enrolled?		
5. Are students provided with written syllabi		

Question	For each question: type in Yes / No / NA	Comments
describing course goals, instructor requirements, content, evaluation and assessment methods, etc.?		
6. Are results obtained from evaluation of instruction used to improve the quality of instruction?		
7. Does instruction take place in an environment conducive to learning?		
8. Are affiliations with outside agencies (e.g. clinicals in allied health programs) under the control/supervision of the educational institution?		
9. Are program length, clock hours or credit hours, tuition and fees appropriate for the degree awarded?		
10. Does the program conduct systematic, effective academic advising?		
11. Are the results of evaluation of advising used to improve the advising program?		
12. Are a reasonable number of advisees assigned to each advisor?		
13. Is an effective orientation program made available to all full and part-time students?		
14. Is the orientation program evaluated regularly?		
15. Are results of evaluations of the orientation program used to improve the orientation program?		
16. Are students' files adequately maintained to determine students' progress through the program?		
17. Are students satisfied with their educational experiences?		
18. Are board exam (e.g. certifying, licensing, and registry) results acceptable?		

Quality of Faculty/Staff and Program Productivity

Question	For each question: type in Yes / No / NA	Comments
1. Are the quality and quantity of full- and part-time faculty and staff adequate to support the program?		
2. Is institutional support adequate for faculty/staff professional development?		
3. Are faculty workloads equitable and reasonable?		
4. Is graduation rate appropriate?		
5. Is program enrollment appropriate?		
6. Are there adequate jobs for program		

graduates?		
7. Are salaries of graduates appropriate for their level of education?		

Quality of Recruitment and Retention of a Diverse Faculty, Staff and Student Body

Question	For each question, type in Yes / No / NA	Comments
1. Is there evidence that the program is involved in recruitment and retention of diverse faculty and staff?		
2. Is there evidence that the program is involved in recruitment and retention of a diverse student body?		
3. Does the program have clearly defined admission policies?		
4. Are admission policies appropriate for this program?		
5. Is there evidence that admission policies are followed as published?		

Quality of Management, Adherence to Policies and Collegial Environment

Question	For each question, type in Yes / No / NA	Comments
1. Is there an atmosphere of mutual respect among faculty, staff and students?		
2. Is program coordination accomplished in an effective manner?		
3. Are management policies relating to program operation administered fairly and equitably?		
4. Is there evidence of relationships/articulation agreements with other post-secondary educational institutions?		

Quality of Planning, Evaluation, and Resources Maximizing Program Effectiveness in Terms of Allocation

Question	For each question, type in Yes / No / NA	Comments
1. Are planning and budgeting closely linked?		
2. Is there broad-based faculty/staff input in the planning and budgeting process?		
3. Are program goals and objectives consistent with college's mission?		
4. Is adequate classroom and laboratory space provided for the program?		

5. Are adequate instructional materials and supplies provided for the program?		
6. Are library resources adequate for faculty, staff and students?		
7. Is computer technology adequate for faculty, staff and students?		
8. Is there evidence the program advisory committee is utilized effectively?		
9. Are appropriate and varied instruments used to assess educational outcomes?		
10. Are educational outcomes assessment results acceptable?		
11. Are results of assessment of educational outcomes used to improve the program?		

Strengths:

Weaknesses:

Recommendations:

Reviewed by:

Date of Review: