MOHAWK VALLEY COMMUNITY COLLEGE
UTICA/ROME, NEW YORK
Academic Program Review
For AA, AS, AAS, AOS, Certificates
(notation: MSCHE Standards ≡ S)

1.   **Outline how the program contributes to the Mission and Statement of Purpose of the College. (found on page 4 of the College *Catalog*)** *(SIV 1)*

2.   **State how the program goals are accomplished through the program design.**
a)   **Specify the degree requirements or attach a copy of the catalog display for the program.** *(SIII 1,3)*
b)   **Describe the congruence between course and program goals and national standards and expectations in the discipline or profession, as appropriate.** *(SIII 1)*
c)   **Attach a copy of the Curriculum Mapping template.** *(SIII 1)*
d)   **Explain the balance between breadth and depth designed in the program.** *(SIII 1)*
e)   **Describe the methods used to ensure comparable learning outcomes among multiple sections of a course.** *(SIII 2)*
        (*"A course outline, which includes core student learning outcomes, is required for each course and is used for multiple sections of each course."* would satisfy this.)
f)   **Describe department procedures for the development, review, and evaluation of courses.** *(SIII 2)*
g)   **Describe discipline-, college-, and community-related student activities (i.e. clubs, internships, etc.), and how the program promotes and supports involvement and effort.** *(SIII 1, SIV 4)*
h)   **Describe how the program responds to the needs of the community, if applicable.** *(SIII 1)*

3.   **Analyze the data collected with respect to the program goals and outcomes as documented on the Program Outcomes Assessment Report template.**
a)   **Attach a copy of the completed Program Outcomes Assessment Report template.** *(SV 1,2)*
        Be sure to attach copies of the assessments used to report the findings.
b)   **Explain how the results of the assessment findings (assessment of program goals/outcomes, student surveys, focus groups, etc.) have been used to make changes in the following areas: improving student learning, improving pedagogy and curriculum, review and revision of support services, providing professional development activities, planning and budgeting, informing students about the program, improving retention, graduation, and transfer rates.** *(SV 3)*

4.   **Analyze other data collected with respect to the goals and/or students in the program.**
a)   **Analyze the trends in program enrollment. (Please explain and justify the need for those programs that currently have fewer than 10 matriculants.)** *(SV 3)*
b)   **Analyze attrition patterns and describe efforts to improve retention.** *(SV 3)*
c)   **Analyze student completion rates.** *(SV 3)*
d)   **Compare the student diversity of the program to that of the institution.** *(SV 3)*

Note: For #4, data sheets from the Office of Institutional Research and Analysis are provided for the following information at the end of this document:
- *enrollment (full-time/part-time, first/transfer/continuing/returning, FTE's)*
- *retention (semester to semester; first-time/full-time cohorts)*
- *demographics (age, gender, ethnicity)*
- *graduates (number, completion rates for first-time/full-time cohorts)*
- *goals of the students entering the program*

5.	**Describe the students in the program, and their needs.**
a)	**Describe any <u>program-specific</u> strategies used to recruit students.** *(SIV 1)*
b)	**Identify the <u>program</u> minimum requirements for admitting students, if applicable.** *(SIV 1)*
c)	**Describe the special needs of groups of students, such as nontraditional, international, disabled, and under-prepared students (some or all, as applicable).** *(SIV 1b)*
d)	**Explain any program or department specific academic placement procedures.** *(SIV 1b)*
> (*"Students take free, mandatory placement tests in reading, writing, and mathematics for placement into any required Reading, English and mathematics courses. As necessary, students must take remedial coursework to prepare them for credit-bearing college-level courses."* would satisfy this. Add any specific placement procedures as appropriate.)

e)	**Describe any orientation activities designed to introduce students to the program.** *(SIV 1c)*

6.	**Determine the extent to which the academic courses (major and non-major), resources, facilities, services and faculty contribute to, or hinder the fulfillment of the program goals.**
> **COURSES:**

a)	Describe the efforts made to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies (day, evening, online, etc.). *(SIII 3)*
> b)	Describe the importance of internships or other capstone courses within the program, if applicable. *(SIII 1)*
> c)	Describe the value of the general education component of the program. *(SIII 5)*
> **FACULTY:**
> a)	List the faculty members who teach core courses in the program, their educational background, and courses taught, and whether they are full- or part-time. *(SIII 2a,b)*
> b)	Highlight faculty innovations in teaching. *(SIII 2d)*
> c)	Describe the recent scholarly and creative contributions of the program faculty. *(SIII 2d)*
> **FACILITIES, SERVICES AND OTHER RESOURCES:**
> If applicable, please rate these services acceptable or needs improvement and address the areas of concern:

a)	College Orientation *(SIV 1c)*
> b)	Academic placement *(SIV 1b)*
> c)	Library resources *(SIV 1d)*
> d)	Computer and media resources *(SVI 4)*
> e)	Job placement *(SIV 1d)*
> f)	Academic advisement (both Student Service Center and faculty advisement) *(SIV 1c)*
> g)	Tutoring/learning support services *(SIV 1b)*
> h)	Classroom and laboratory facilities *(SVI 4)*

7.	**Explain the effective ways in which the administration encourages program review.**
<u>The following will be used to satisfy #7:</u>

> a)	**Explain how the leadership helps to create an environment and a climate for academic excellence.** *(SIV 1d)*

> MVCC, like all SUNY colleges and those institutions accredited by Middle States, has embarked upon a rigorous general education and curriculum assessment program. By delineating program goals and student outcomes, establishing assessment measures, and reviewing the assessment results, the Academic Departments are able to improve their instructional programs and course offerings. Since 2004, the faculty has been engaged in inter- and intra-departmental discussions to develop plans and methods for assessing outcomes. While assessment has been declared an institutional priority, the administration staunchly maintains and supports the faculty prerogative to establish appropriate outcomes and assessment

2

measures. This helps to foster a climate conducive to academic excellence as well as the continuing support of students and faculty.

b) **Analyze the fairness of the reward structure of the institution and the program.** *(SVI 5)*

Department faculty is expected to prepare academic program reviews and assessment as part of their workload. No extra release time or remuneration is provided. This is consistent across all Academic Departments.

c) **Describe the ways by which the administration empowers faculty and students.** *(SIII 4)*

Faculty and students are empowered via committee membership. The faculty is responsible for areas such as curriculum development and approval, academic standards and policies, program review, assessment, dismissal appeals, and other aspects of committee work through the governance structure. Students are members on each of these committees, as appropriate, as well as on the Board of Trustees. These positions and decision-making powers give both faculty and student ownership of academic offers and their procedures.

d) **Explain how budget decisions reflect the concern for quality programs and support academic robustness.** *(SVI 4)*

New programs are developed only after careful consideration of the College's Mission and financial feasibility. Deliberation regarding the program's ability to be fully supported by the College financial situation is deliberate. Annual budgets are developed with College, Departments, and program goals in mind. Budget requests that are aligned with strategic planning and enhancement of retention and assessment are favorably received.

e) **Describe faculty development and support efforts by administration in the program area.** *(SIII 2d)*

The Professional Development Committees within each Academic School are responsible for allocating monies for faculty travel and professional development. Faculty elect members to their Professional Development Committee; in a process approved by the College administration as a demonstration of shared governance, the professional development monies are allocated by the Committee independently, without the requirement for additional administrative approval. The faculty has developed a rubric to allocate funds; projects that are funded include professional travel, faculty learning, course development, and summer projects. Additionally, the office of Organizational Development is responsible for internal faculty/staff development efforts. These include faculty recognition efforts, awards, faculty institutes scheduled several times a year, adjunct development, invited speakers, the New Faculty Institute, and workshops led by both College faculty and external experts.

f) **Describe the dissemination of the results of the program review to appropriate constituencies.** *(SV 2c)*

The results of the Academic Program Reviews are submitted by the Assessment Liaison to the Vice-President for Learning and Academic Affairs. Once they are reviewed by the Vice-President, the results are shared with the Assistant Vice Presidents and Deans and Associate

Deans, and faculty members. Copies are housed in the Office of the VPLAA and posted on the MVCC shared drive.

Provide a summary of how the department/center addressed the weaknesses listed on the last review and/or progress being made. (Please provide a list of the weaknesses.)
(SV 3, SVI 2)

Summarize the program's identified strengths and weaknesses. Propose potential solutions for the stated weaknesses and provide a timetable for implementation of changes to address the areas of concern. _(SV 3, SVI 2)_

Revised: Summer 2016