



October 23, 2008

PRESENT: S. Adrion, J. Alas, L. Bartholome, S. Batistta-Provost, D. Baxter, P. Bishop, A. Burns, J. Case, B. Connell, M. DiSano, M. Ernsthause, M. Fine, K. Foley, C. Forde, S. Forsyth, E. Grissing, S. Hagreen, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, A. Morris, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, M. Ofsowitz, P. Ornt, P. Peterson, H. Pierre-Philippe, C. Powers, E. Ripton, T. Schichler, D. Shaw, D. Smith, R. Steven, J. Striebich, T. Tugel (President), J. Waasdorp, S. Weider, C. Wendtland, S. Wexler, A. Wilson, H. Wynn-Preishe.

ABSENT: J. Downer, S. Fess, M. Fugate, A. John, M. Popovici, H. Wheeler (Vice-President),

GUESTS: E. Basnayake, S. Blacklaw, D. Cecero, P. Collinge, K. Collins, R. Connett, R. Cunningham, T. Keys, M. McDonough, F. Rinehart, R. Rodriguez, M. VanKirk, P. Williams.

I. Meeting called to order: 3:35 p.m.

II. Guests: A. Bob Cunningham: It has been a busy year. The Wolk building was completed in August except for a few plumbing problems. The nursing faculty provided a great deal of input into the planning of the building. There are also two general use classrooms in the building which are prototypes of the classrooms that will be used in the renovation of building 9. Building 9 (Phase I) was partly renovated during the summer. There will be significant renovations to building 9 over the next few years. The PAC was opened in October. Next summer Monroe County has agreed to the removal of the greenhouse and construction of a more energy efficient one.

B. Ray Shea- There won't be much new construction going on in the next few years although there are some new projects. In 2009, we will be planning Building 9 Phase II for construction in 2010-11. In 2009 we will be planning Property Preservation Phase I to address deferred maintenance on the aging buildings. The construction will take place in 2010-11. There may be a construction project on the loop road in the summer 2009 to address safety issues and traffic flow. Another larger loop road project will take place in 2012-13. There is a renovation planned for Building 21 in 2011. Renaissance Square plans change constantly and there will be an update when more information becomes available.

Q: What is new with Empire State College?

A: It is still in the design stage. It is anticipated Empire will break ground in May 2009 in the southwest corner of the south development zone. We are still looking at traffic studies.

III. All College Meeting

Q: Should we consider a standing technology committee given the many changes made by ETS and the effects it has on the classroom so that faculty have a voice and a line of communication to discuss changes?

A. T. Keys-There is a standing classroom committee which does have representation from Academic Services with Bob Cunningham and an ETS classroom technology specialist. ETS goes to this committee with questions. The committee responds to concerns. You do have representation on this committee but perhaps not everyone knows of this committee but it has been around for 17 years. Ed Martin (chair)

inspects classrooms every semester and notes any problems. Rapidly changing technology does pose concerns and problems in communication and implementation.

Q: Is it normal policy for ETS, when planning changes in classroom technology, to consult with the classroom committee?

A: T. Keys: This happens occasionally. The committee will meet when there is a problem and has an ETS representative. If you want a more proactive voice, you may want the committee to have a different charge or a larger charge. There is nothing in place right now that states we have to take everything to the committee or the classroom committee asking us what we do. In the past, it has been more of a reactionary approach or focused on the state of the classroom. If the issue is a large one, we will contact the committee.

Q: From a faculty point of view, we don't want a reactionary committee where we try to solve the problem after class starts. We have 15 week semesters, and problems can cause you to lose time in the classroom. We should set up a protocol that before changes are made in classroom technology that the classroom committee or some group is consulted and has a voice to avoid problems.

A: R. Cunningham: We are testing in the Wolk building a new replacement for the PixiePro. This will allow faculty feedback before we install this item in all the classrooms.

A: T. Keys-The Senate has a committee in place and if you want you could expand the charge or somehow reorganize it. Or you could form a new committee but there is a committee in place. If there are media concerns, please contact me. As we become more dependent on technology and infuse it into our daily work, our challenge is the timing of when things can be done. We have only two weeks in August and one week in December to convert to new systems. The timing of when things can be done is a difficult decision. We do seek advice on these issues.

Q: I think our student e-mail system is very good and we are ahead of other colleges. But we seem to be behind some of the high schools in classroom technology. Schools are totally outfitted with Smart boards and students at MCC seem underwhelmed by the technology available at MCC.

A: T. Keys-I disagree that we are getting behind high schools. I believe we have chosen a different path. Right now we are building at DCC a high tech classroom for people to test. It should be ready later this semester. The K-12 system also has a different funding source. It is difficult to provide all the different technologies that people want. We have come a long way with the "smart" classrooms.

Q: There was a problem with the phone system during the second summer session and none of the adjuncts had phone service and the Math department fax machine was not working. This occurred with no notice. Is there another group that ETS consults with when changes are planned?

A: T. Keys-There is consulting at the VP level. There is a Banner coordination team. It is difficult to find the right time to make changes because there are activities going on, even during the "off" times. ETS is always looking for input on changes.

Q: What is going to happen with Angel?

A: T. Keys-Angel is hosted by SUNY. The Angel version 7.1 is being converted to Angel 7.3 on December 28 and 29, 2008. Other choices were December 25 or the last two days of exam week. It will have new features and training and brown bags will be offered. There will be a November 12th professional development session. This will affect Intersession courses. We will have to deal with Angel changes every year.

IV. Announcements (T. Tugel):

A. Thank you to Ray Shea and the Planning Office for providing refreshments today.

B. NEG is conducting a survey today for Faculty Senate members who are not senators. Please fill out the form.

C. Presidential search-The Board of Trustees has hired a consultant Dr. Robert Parilla who is coming for an intensive two-day visit at the Brighton and DCC campuses. His main goal is to learn as much as he can about the different perspectives of the College community as well as meeting with local leaders to find out about strengths and challenges of MCC and where we see our future going. This will give Dr. Parilla

a better sense of how he can best serve this College in finding a new president. He is asking for three small focus groups to be formed so that he can get direct input about the challenges and opportunities facing the institution as well as the qualities faculty believe are most important for MCC's next president to possess. These groups will be held on November 3 and 4.

Q: Is the consultant the only person who will be working on this?

A: Dr. Parilla is very hands-on and would be doing most of the work. He only works on a few searches each year.

D. The Senate has sent out a call for ad hoc committees. Three have been formed at this point. These committees are charged with reviewing resolutions on residency and graduation requirements, reviewing Curriculum Resolution 2.5 and reviewing composition competency requirements. The Senate also put out a call for people to serve on a parallel ad hoc SCAA Presidential Search committee.

E. The Faculty Senate office has moved. Faculty Senate Secretary Sandy Wynne is now located in room 1-303B.

V. **Approval of Minutes:** Minutes of September 25, 2008 Faculty Senate Meeting approved as written.

VI. **Action items:**

Curriculum action items:

A. The Faculty Senate voted on the following Program revisions:

PR5S Teaching Assistant Certificate – Technology Track-motion passed.

PR6S Teaching Assistant Certificate – Early Childhood/Childhood Track-motion passed.

PR12S Hospitality Management-motion passed.

PR13S Advertising: Commercial Art-motion passed.

PR1F Electrical Engineering Technology-Electronics, AAS-motion passed.

PR2F Massage Therapy, AAS-motion passed.

PR14S Apprentice Training-Automotive, AAS-motion passed.

B. Curriculum Resolution Section 2.6 Program Review Process Guidelines-approval of Vice President Glocker's edits which insert language to clarify the roles of department chairs and division deans into the guidelines passed in the Faculty Senate June 2008. The changes to the resolution are:

Step One A. Program Faculty and Staff Committee: **In coordination with the program chair and dean, the PAL will establish a committee**

Overview of Process: establish committees **in coordination with the program's chair and dean**

Step One B. External Review Committee: **In coordination with the program chair and dean, the PAL will confirm or establish an External Review Committee**

Step Two: Collect and Analyze Internal Data: **At the conclusion of this step, a preliminary analysis report, endorsed by the department chair and dean, will be prepared for distribution to the external reviewers.**

Checklist for Spring Semester before Program Review: **Consult with chair and dean**

Checklist for Fall Semester of Program Review: **Draft a preliminary Program Review Report and share with chair and dean**

Checklist for Spring Semester of Program Review: **Secure endorsement of preliminary report from chair and dean**

Checklist for Fall Semester after Program Review: **In consultation with chair and dean, establish a Committee to Implement Action Plan**

A complete copy of Curriculum Resolution 2.6 with the edits can be found in Attachment A. **Motion passed.**

VII. **Standing Committee Reports**

Academic Policies Committee – C. Wendtland

The Committee has worked on two new policies recently that will be presented today and voted on next meeting.

A. The Institutional Review Board (IRB) has asked the Senate to include the following statement in the Academic Policies resolutions:

“Any research conducted at the College involving human subjects, by persons acting either in their employment capacity or as part of their educational pursuits, must adhere to the guidelines of the College’s Institutional Review Board (IRB) and file appropriate forms with the IRB.” Contact IRB members Dick Connett or Tish Williams if there are any questions about this policy.

B. Academic Services administers the Student Opinion Survey and has kept copies. And over the years Academic Services has provided copies of the survey upon request to faculty who have misplaced the originals. Now there are electronic copies which are easy to keep. But because this a College office which holds the copies, it is subject to the Freedom of Information Act. Therefore, Kimberly Collins has asked the Faculty Senate for guidance on when to dispose of the surveys. The data will be maintained but not linked to an individual instructor for the long term. R. Connett stated that a form should be submitted to the IRB for the surveys. The following statement will be included in the Senate resolutions: “The College will retain electronic copies of the student opinion survey one calendar year from the end of the semester in which it (student opinion survey) was administered.”

C. The Committee will be addressing policy 1.2.3 regarding course prerequisites and the 2011-2012 academic calendar at an upcoming meeting.

Curriculum – A. Leopard

A. The Curriculum Committee has given final approval to the following:

Seven Program Revisions:

- PR5S** Teaching Assistant Certificate – Technology Track
- PR6S** Teaching Assistant Certificate – Early Childhood/Childhood Track
- PR12S** Hospitality Management
- PR13S** Advertising: Commercial Art
- PR1F** Electrical Engineering Technology – Electronics, AAS
- PR2F** Massage Therapy, AAS
- PR14S** Apprentice Training – Automotive, AAS

Five New Courses:

- NC9S** CRT 181 Speedbuilding
- NC10S** PPE 181 Selected Certifications in Youth Sport
- NC1F** GEG 280 Geography of Genocide
- NC2F** TVL 180 Special Interest Tour Planning
- NC12S** PSY 166 Psychology of Superstitions

Four Course Revisions:

- CR39S** COM 110 Journalism I
- CR3F** MTH 175 Precalculus Mathematics with Analytical Geometry
- CR40S** HIM 211 Health Care Reimbursement
- CR42S** ELT 102 Electrical Circuit Analysis I

Thirty-eight Course Deactivations:

- CD8S** MUS 290 Independent Study
- CD9S** CHE213 Analytical Chemistry I
- CD10S** CHE 214 Analytical Chemistry II
- CD11S** GEO 213 Field Trips in Geology of New York State
- CD12S** BIO 250 Evolution
- CD13S** OPH 102 Principles of Refraction II

CD14S PFT 243 Fitness Testing and Measurement
CD15S PFT 100 Principles of Conditioning
CD16S PFT 275 Fitness Assessment and Planning
CD17S PFT 135 Fitness and Exercise Leadership
CD18S SCR 252 Security Organization and Management
CD19S SCR 251 Loss Prevention
CD20S CRJ 214 White Collar/Organized Crime
CD21S HIS 235 U.S. Diplomatic History in the 20th Century
CD22S PEC 248 Fitness Maintenance
CD23S CIS 220 Introduction to Medical Information Processing
CD24S CIT 208 Solid and Hazardous Waste Management
CD25S CIT 209 Plain Concrete
CD26S CIT 212 Water and Wastewater Treatment
CD27S CIT 104 Technical Mechanics
CD28S CIT 111 Civil/Construction Drawing I
CD29S CIT 203 Soil Mechanics
CD30S CIT 207 Fluid Mechanics and Hydraulics
CD31S CIT 211 Water Distribution, Stormwater, and Wastewater Collection
CD37S HVA 221 Indoor Air Quality – Part I
CD38S HVA 222 Indoor Air Quality – Part II
CD39S HVA 223 Indoor Air Quality – Part III
CD44S MET 204 Stress Analysis
CD45S MET 210 Design for Manufact/Assembly
CD46S MET 212 Specialized Drafting
CD47S MET 230 Energy Efficient Home Design
CD51S MFG 204 CIM The Enterprise
CD53S OFT 269 Medical Secretary Procedures
CD55S FPT 217 Fire Service Management and Leadership
CD57S PST 240 Introduction to Code Enforcement Practices
CD58S PST 241 Inspection of Existing Structures
CD59S PLE 239 Crime Prevention Refresher
CD60S PLE 211 Police Supervision

The following course deactivation proposal was approved at the 6/19/08 Curriculum Committee meeting:

CD7S OPH 101 Principles of Refraction I

The following course deactivation proposals which had been reported as posted for faculty review at the last senate meeting have since been withdrawn by the proposer:

CD32S HVA 204 Energy Management
CD33S HVA 209 Refrigerant Technology
CD34S HVA 210 Mechanical Estimating
CD35S HVA 212 Industrial Mechanical Systems
CD36S HVA 203 Commercial Load Calculations

The Curriculum Committee has posted the following proposals through November 6:

One New Program:

NP1S Paramedic, Certificate

One Program Revision:

PR3F Optical Systems Technology, Electro-Optics Option

Three New Courses:

NC3F PSY 280 Mysteries of Sleep and Dreaming

NC4F SPT 119 Storytelling

NC5F NUR 160 Critical Thinking Utilizing the Nursing Process

Ten Course Revisions:

CR1F EMS 239 Paramedic Clinical and Field Experience I

CR2F EMS 236 Advanced Cardiac Life Support
CR5F ACD 141 Alcoholism/Chemical Dependency Treatment Modalities
CR6F ACD 142 Alcoholism/Chemical Dependency and the Family System
CR7F ACD 143 Alcoholism/Chemical Dependency Counseling Skills
CR8F ACD 144 Alcoholism/Chemical Dependency/Substance Abuse Group Counseling Skills
CR9F ACD 145 Alcoholism/Chemical Dependency/Substance Abuse
CR10F ACD 146 Alcoholism/Chemical Dependency Internship Seminar
CR12F EMS 240 Paramedic Clinical and Field Experience II
CR13F BUS 204 Management Theory and Practice

One Course Deactivation:

CD1F HUM 260 Contemporary Urban Issues

B. Other business-Local General Education Definitions-The committee began reviewing definitions submitted by departments to determine how similar they were. Soon progress on the project will be posted on the Curriculum Committee website.

NEG – H.Pierre-Philippe

No report.

SCAA – B. Connell

A. The Committee has begun reviewing the application for the Dean of Academic services at Damon.

Planning – E. Grissing

No report.

Professional Development – C. Powers

- A. NISOD award nominations are due October 27 at 5pm. The nominations for the Chancellor's award are due December 8.
- B. The Committee is going to review all the awards and clarify the requirements.
- C. Other work the Committee is still working on is the January workshop and the evaluation of the role of the Faculty Senate in professional development.

VII. Old Business

None.

IX. New Business

Q: There is concern about student success with student athletes. It appears that many of the students are set-up to fail due to lack of structure for the students. This is a disservice to the students. Can the Faculty Senate look into this and get involved with this issue?

A: The Faculty Senate does have policies on academic standing. There is an ad hoc committee, chaired by Skip Bailey, that has met to address this problem not just for athletes but for all students. This committee proposed a COS133 course designed to provide early intervention for at-risk students. Early intervention is important in this issue but there are logistical problems with implementing this type of program. A single COS course may not be the only way to address the problem but it is a start. The Senate can not create policies that govern only student athletes. The Senate can have policies that limit participation in extracurricular activities.

Meeting adjourned at 4:50 p.m.

Respectfully submitted,

Terri Tugel
President

Susan Murphy
Secretary

Minutes approved at the November 20, 2008 Faculty Senate meeting.

Attachment A

Faculty Senate Resolution 2.6-Program Review Process Guidelines

It is important to note that the comprehensive program review process of academic programs should provide the information necessary to stay current and provide the best possible education to students in the program. The process is guided by the shared governance policies of Monroe Community College Administration and Faculty. As part of the State University of New York system, the process also adheres to the recommendations for assessment by SUNY:

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

Overview of Requirements

All programs should meet the following requirements in carrying out their assessment plan.

- Programs should complete one cycle of assessment every six years .
- Programs should include measures of student learning outcomes in their plans
- Programs should seek review of their final Program Review Report by an External Review Committee, including a campus visit and written report
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

Overview of Process

The following information is meant to assist in your process and the reporting of your Program Review. Basically there are seven steps in completing your review:

1. Obtain Program Review and PAL guidelines and establish committees in coordination with the program's chair and dean
2. Collect and analyze internal data
3. Analyze written report from External Review Committee
4. Meet with Program members for discussion and recommendations
5. Write Program Review Report
6. Submit Program Review Report
7. Establish a committee to carry out Action Plan

Step One: Establish Committees and Collect Guidelines (Spring semester before Program Review)

This step provides the necessary foundation to build the Program Review. Knowing what needs to be accomplished and having all necessary resources in place will make the process run smoothly. It is particularly important to include the selection of the External Review Committee to avoid delays later in the review process.

A. Program Assessment Liaison (PAL)

Meet with Coordinator of Assessment to obtain guidelines, examples, and for information on overall process. (Contact Coordinator of Assessment for forms.)

B. Program Faculty and Staff Committee

In coordination with the program chair and dean, the PAL will establish a committee to

- Collect and analyze internal and external data

- Present results of analysis to Program members for discussion and recommendations for the Action Plan
- Evaluate the Program Review Report
- Submit Program Review Report to the Program Chair, and then to Program Dean for approval and signature
- Submit Program Review Report to Coordinator of Assessment

C. External Review Committee

In coordination with the program chair and dean, the PAL will confirm or establish an External Review Committee. The purpose of the External Review Committee is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and challenges of programs, so as to provide the basis for assessment.

Outside Accredited Program

For programs that are accredited by an external agency (e.g. Nursing) and are reviewed regularly for reaccreditation purposes by an External Review Committee whose membership is determined by a professional accrediting body, this agency may be considered to be the External Review Committee. If the accreditation review has occurred prior to the last SUNY Program Review, it may fulfill this requirement. A description of the agency, its review team, and a copy of the accreditation report and recommendations are necessary.

Non- Outside Accredited Program

The membership of External Review Committee for programs that do not require outside accreditation should be discussed between the Program/Department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate.

The ideal committee for

- A transfer program would include two members from institutions with high MCC transfer rates
- A career program would include two representative employers and two experts in the field

In general, External Review Committees should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the Program/Department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer group (equivalent to being in the same class and having similar program size, scope and statistical, or perceived reputational, ranking).

Responsibilities of External Review Committee

1. Review internal data and data analysis report supplied by the PAL
2. Make a campus visit to
 - Tour of Program facilities
 - Discuss Program Review Report with PAL and Program Review Faculty/Staff committee
 - Make recommendations for Program
3. Write a report to the Program Review Faculty/Staff committee to include at a minimum
 - List of names of the external reviewers and organizations they represent
 - Date of the campus visit
 - Assessment of the Program, including major strengths and weaknesses
 - Recommendations for the Program
4. Hold a follow-up meeting if necessary

Step Two: Collect and Analyze Internal Data (Fall semester of Program Review)

This step provides the broad view of the Program foundations, the components that provide the theoretical and practical structures of the Program. At the conclusion of this step, a preliminary analysis report, endorsed by the department chair and dean, will be prepared for distribution to the external reviewers.

A. Program Mission, Goals, Objectives, and Outcomes (Contact Coordinator of Assessment for forms.)

The mission, goals, outcomes and objectives form the basis for all decision making and general action in a program. As such it is important to be sure that each of these represent what is desired in relation to academic culture, process and product.

1. Review the Program's mission statement and describe its relationship to the institutional mission.
2. Appraise the Program's goals and objectives.
3. Explain the Program's learning outcomes and trace their relationship to course learning outcomes.

B. Program Design

The Program design provides the foundation for student success in the Program.

1. Review the program's catalog description
2. Describe the unique/innovative aspects of this Program
3. Evaluate the program's admission requirements
4. Analyze the program's degree distribution requirements
5. Justify any prerequisites and/or co-requisites in the degree program core requirements (courses specific to the program rather than general studies)
6. Describe how the Program satisfies the MCC and SUNY General Education requirements including specifics for the infused competencies (Contact Coordinator of Assessment for forms.)
7. Assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies
8. If the Program is accredited, describe the program's accreditation status and identify the accrediting agency
9. If the Program has applied for accreditation or the department plans to apply for accreditation, describe the program's accreditation status and identify the accrediting agency
10. Describe how Program related co-curricular activities advance the Program's mission and goals
11. Provide an organizational chart that shows the relationship of the Program to the rest of the institution (Contact Coordinator of Assessment for forms.)

C. Faculty

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty are useful to show the extent to which the faculty is prepared to fulfill the mission of the Program.

1. Provide a listing of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year including: names, ranks, credentials, years of teaching experience, courses taught, release time, and overload
2. Describe the demographics of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year
3. Analyze the percentage of courses taught by full-time, part-time, and adjunct, faculty assigned to the Program for the last academic year and compare to College averages
4. Explain how faculty professional development activities support the Program's mission and goals

D. Students

In the evaluation of the effectiveness of an undergraduate academic program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of a program depends upon the extent to which it meets the needs of its students.

1. Provide a student summary for the last six years including annual and aggregate numbers of: full-time students, part-time students, graduates, student demographics, and student/faculty ratios
2. Analyze demographics of students in the Program with that of the College geographical area of service– with the assistance of Coordinator of Assessment and Institutional Research
3. Describe the strategies for addressing the diverse learning styles of the students in the Program
4. Analyze the Program’s enrollment patterns for the last six years
5. Evaluate any recruitment activities designed to bring students into the Program
6. Evaluate any orientation activities designed to introduce students to the Program
7. Analyze the Program’s attrition patterns for the last six years
8. Describe and analyze any strategies used to address retention – if needed
9. Analyze the time students take to complete the Program
10. Analyze follow-up data on student transfer/placement for the last six years. Indicate year(s) data was collected and total number of student responses: percentage employed in the field, employed elsewhere, seeking employment, and continuing education

E. Student Learning Outcomes Assessment

Assessment of student learning upon the completion of courses allows the Program to gain information needed to determine strengths and challenges in curriculum. Over time these periodic assessments provide an institutional memory used in Program and course planning for maximum student success. (Contact Coordinator of Assessment for forms.)

1. Review the previous assessment of Program
2. Review any previous assessment of SUNY General Education and two Infused Competencies Outcomes
3. Describe any modifications made to the student learning outcomes in the Program since the last Program assessment
4. Describe the process the department uses to assess student learning
5. Describe how this process measures student achievement of Program learning outcomes
6. List major findings of this assessment of student learning outcomes done as part of the Program assessment
7. Identify what has been learned in methods of assessment that can be helpful to others as they conduct assessment of their program learning outcomes

F. Support Services

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of students’ academic lives.

1. Describe the academic advisement procedures and the way the department assesses advisement effectiveness
2. Describe supporting resources and facilities that are made available specifically for the students in this Program and the way the department assesses supporting resources and facilities
3. Describe services for job placement and/or college transfer

4. Describe student and faculty satisfaction with services that support the Program and the way the department assesses satisfaction

G. Administrative Support

An academic program exists within the context of an institution. The institution's leadership plays an important role in fostering a climate that supports innovation and goodwill through funding and other relevant support services.

1. Explain administrative support in funding and other relevant services for the Program, faculty and staff, students, and assessment
2. Analyze the process used to maintain and project necessary Administrative Support needed to meet Program goals
3. Describe any anticipated changes in Administrative Support needs in the next three years and assess the impact of those changes

Step Three: Meet with External Committee (Spring semester of Program Review)

The External Review Committee campus visit should provide an alternative way to see the Program. It should be used to add information to the assessment of the Program.

- € Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data) to External Review Committee
- € Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations

Step Four: Develop Recommendations & Create Action Plan (Spring semester of Program Review)

Based on the analysis of internal and external data develop recommendations that will then form the basis of an Action Plan. This Action Plan starts the process of Closing-the-Loop in the assessment process. Quite simply this means taking action that will allow your Program to maintain current strengths and to address current challenges. Critical to this process is that these plans are made on the basis of qualitative and quantitative data that is gathered systematically.

1. Analyze the External Review Report and its implications for the Program Review
2. Review former Program Review recommendations and Action Plan
3. Describe the major findings of this Program Review
4. Discuss both last Program Review Action Plan and new findings with Program members
5. Describe what actions will be taken as a result of this Program Review that will ensure the maintenance of current strengths and address challenges. (Contact Coordinator of Assessment for forms.)

Step Five: Write Program Review Report (Spring semester of Program Review)

This section serves to provide a standardized format for the finished report, although, most of the information topics have been required in the past.

The contents of the Program Review Report should reflect the data collection, external report, analysis of data, and action plan. A mix of tables and narrative may work best to report these findings. Be sure to provide a brief narrative of any table used.

The Program Review Report should, at a minimum, include information from the following areas (These are the areas collected and analyzed in Steps Two and Three and used to create an Action Plan in Step Four). You will want to **provide data and analysis in each section based on the Program Review**. Include specific information requested in Steps Two through Four.

1. Cover Sheet

2. Executive Summary
3. Table of Contents
4. List of Figures (as needed)
5. Introduction that provides an overview of the findings
6. Program Mission, Goal, Objectives, and Outcomes
7. Program Design
8. Faculty
9. Students
10. Assessment of Student Learning Outcomes
11. Support Services
12. Administrative Support
13. External Review Report Analysis
14. Major Findings of the Program Review
15. Recommendations
16. Action Plan
17. Appendices (External Review, SUNY Student Learning Outcomes, Assessment Rubric, etc. see Coordinator of Assessment for forms)

Step Six: Submit Program Review Report (Spring semester of Program Review)

The order of submission process follows a pathway to ensure that there is an understanding of the Program Review Report material and that all questions are answered in a reasonable order. As the submission process progresses, make revisions as needed.

1. Submit to Program Review Faculty/Staff Committee for comments
2. Submit to Department Chair for review and signature (Contact Coordinator of Assessment for form.)
3. Submit to Program Dean for review and signature (Contact Coordinator of Assessment for form.)
4. Submit to Coordinator of Assessment
 - a. Coordinator submits to Dean of Curriculum and Program Development
 - b. Dean of Curriculum and Program Development submits to Vice President of Academic Services
 - c. Vice President of Academic Services submits to College President and SUNY per the requirements of each

The acceptance of the Program Review Report by any of the signatory indicates only that the individuals acknowledge receipt of the document and not approval of the recommendations or action plans.

Step Seven: Establish a Committee to Implement Action Plan (Fall semester after Program Review)

In an effort to begin actively implementing the recommendations from the Program Review Action Plan, the Program faculty will need to take the necessary steps agreed to in the Action Plan as soon as possible in order to begin the process of Closing-the-Loop. Although it is not the sole responsibility of the PAL or the Faculty/Staff Program Review Committee to continue as the major participants in this next step, it is requested that they help others to understand the findings necessary to inform their charge.

PROGRAM REVIEW PROCESS GUIDELINES CHECKLIST

Spring Semester before Program Review (Step One in Process Guidelines)

- PAL
 - € Collect guidelines
 - € Consult with chair and dean
 - € Establish Faculty/Staff Committee
- PAL and Faculty/Staff Committee

- € Establish External Review Committee
- € Establish Campus Visit date by External Review Committee

Fall Semester of Program Review (Step Two in Process Guidelines)

- PAL and Faculty/Staff Committee
 - € Data Collection and Analysis
 - € Program Mission, Goals, Objectives and Outcomes
 - € Program Design
 - € Faculty
 - € Students
 - € Student Learning Outcomes Assessment
 - € Support Services
 - € Administrative Support
 - € Draft a preliminary Program Review Report and share with chair and dean

Spring Semester of Program Review (Steps Three through Six in Process Guidelines)

- PAL and Faculty/Staff Committee
 - € Secure endorsement of preliminary report from chair and dean
 - € Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data)to External Review Committee
 - € Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations
 - € Review and analyze External Review Committee Report
 - € Present preliminary Program Review Report and External Review Committee Report to Program members for comments and recommendations
 - € Prepare final Program Review Report
 - € Obtain Department Chair's approval of Program Review Report
 - € Obtain Dean's approval of Program Review Report
 - € Submit Program Review Report to Coordinator of Assessment
 - Dean of Curriculum & Program Development, to Vice President of Academic Services, to the College President, and to SUNY per the requirements of each

Fall Semester after Program Review (Step Seven in Process Guidelines)

- € In consultation with chair and dean, establish a Committee to Implement Action Plan