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|  | What EVIDENCE would we collect |
| 1. **College Mission**
	1. Provide an introduction to the College, its programs, key initiatives, and history.
	2. Evaluate the relationship of the College goals to the LSSU Mission and strategic plan. (CC 1.A.2).
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|  | What EVIDENCE would we collect |
| 1. **College Program Quality, Resources and Support**
	1. Summarize the academic degrees of the College, present evidence that they adhere to commonly accepted program standards, and delineate the College and academic degree learning goals. Verify compliance with institutional policies related to degree requirements (AP B.1).
	2. Within the College, present evidence that courses and degree programs are current, and require levels of performance by students appropriate to the course and program level (CC 3.A.1).
	3. Within the College, present evidence that student-learning goals, at the course and degree program level, are student focused, are clearly articulated, and differentiated based on the course and program level (CC 3.A.2).
	4. Within the College, present evidence that degree program quality and student-learning goals are consistent across all modes of delivery and all locations (CC 3.A.3).
	5. Within the College, present evidence that students are engaged in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills integral to the program (CC 3.B.3).
	6. Present evidence that College faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to the Program and academic degrees (CC 3.B.5).
	7. Present evidence that the College has sufficient numbers and continuity of qualified faculty to carry out necessary functions, including oversight of curriculum, setting expectations for student learning, academic credentials for instructors, and involvement in assessment of student learning (CC 3.C.1).
	8. Present evidence that all instructors in the College are appropriately qualified and regularly evaluated in accordance with established policies and procedures (CC 3.C.2-3).
	9. Present evidence that all College instructors are current in their disciplines, adept in their teaching roles, engaging in ongoing professional development, and accessible for student inquiry (CC 3.C.4-5).
	10. Present evidence that faculty teaching in the College participate substantially in the analysis of data and development of action on the assessment of student learning and program completion (AP B.2.c)
	11. Present evidence of this College’s incorporation of high-impact educational practices promoting student learning and engagement[[1]](#footnote-1).
	12. Present evidence of the College’s use of specialized facilities or equipment.
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|  | What EVIDENCE would we collect |
| 1. **College Degree Program Evaluation and Improvement**
	1. Present evidence of the process used by faculty in the College to evaluate credits accepted to meet degree program requirements, including credit for experiential learning and other forms of prior learning, and to assure the quality of credits accepted in transfer (CC 4.A.2-3).
	2. Within the College, present evidence of the faculty’s role to exercise authority over course prerequisites, rigor of courses, faculty qualifications and equivalence of learning outcomes and achievement in all modes and locations where the program is delivered (CC 4.A.4).
	3. If relevant, present evidence of the status of any specialized accreditation related to degree programs, including findings and recommendations from previous reviews (CC 4.A.5) Summarize program pass rates on licensure exams since the last program review, or the previous 5 years (AP A.7).
	4. Present evidence of degree-program specific graduate success and preparedness for advanced study or employment through indicators appropriate to the College mission (CC 4.A.6).
	5. Summarize examples in the College of the faculty’s commitment to educational achievement and improvement through ongoing assessment of student learning (CC 4.B).
	6. Present evidence of the College, and specific degree program, goals for student learning and the processes in place to assess student learning and achievement of these goals (4.B.1).
	7. Within the College, summarize actions taken to engage on continued improvement of student learning which are based on the learning goals and measures (CC 4.B.2-3).
	8. Document clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals (CC 4.B.2), and evidence of the use of assessment information to improve student learning (CC 4.B.3).
	9. Within the College, present evidence of how the processes and methodologies used to assess student learning reflect good practice, including evidence of the substantial participation of faculty and other instructional staff (CC 4.B.4).
	10. Within the College, summarize the ongoing activities related to improving retention, persistence and degree completion rates for students enrolled in this Program, and for academic degree programs, through clearly defined goals, evidence of the collection, analysis and use of information to make improvements as appropriate (CC 4.C.1-3).
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| 1. **College Resources, Planning and Effectiveness**
	1. Evaluate the sufficiency of the fiscal and human resources, and the physical and technological infrastructure to support this College and its constituent academic degree programs (CC 5.A.1)
	2. Summarize examples of how the College has linked processes for assessment of student learning, evaluation of operations, planning and budgeting (CC 5.C.2).
	3. Identify examples of the College’s consideration of internal and external constituent groups in planning, and how programmatic planning reflects an understanding of the current capacity, challenges and emerging factors (CC 5.C 4-5)
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| 1. **Other**

Present other issues relevant to the Program review not addressed above (optional). |  |

1. <http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf> [↑](#footnote-ref-1)