HANDBOOK AND INSTRUMENTATION

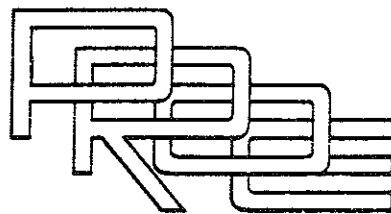PROE

Program
  Review in
Occupational
    Education

michigan community colleges

Program Review in Occupational Education

michigan community colleges

PROE is a component of the

M-CCOEES (MICHIGAN COMMUNITY COLLEGE OCCUPATIONAL EDUCATION EVALUATION SYSTEM)

system components are:

STUDENT FLOW: MiSIS (MICHIGAN STUDENT INFORMATION SYSTEM)

PROGRAM SELF-STUDY: PROE (PROGRAM REVIEW IN OCCUPATIONAL EDUCATION)

FINANCIAL ANALYSIS: ACTIVITIES CLASSIFICATION STRUCTURE

MANAGEMENT PLAN: MANAGER

sponsored by the

MICHIGAN STATE DEPARTMENT OF EDUCATION

in cooperation with

MODAC (MICHIGAN OCCUPATIONAL DEANS ADMINISTRATIVE COUNCIL)
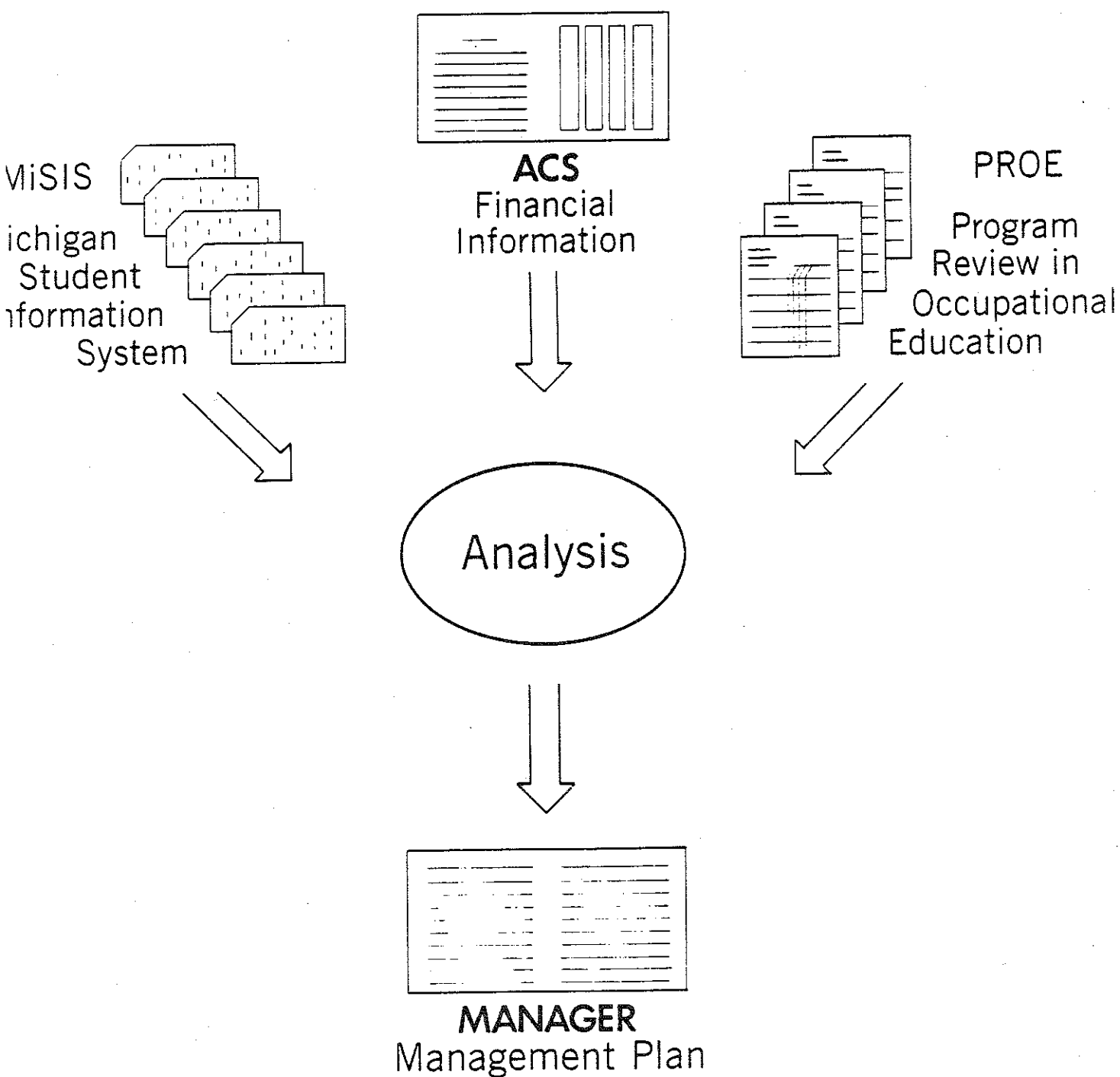
project manager
WEST SHORE COMMUNITY COLLEGE

project consultant
SHIRLEY McGILLICUDDY & ASSOCIATES

DECEMBER 1980

Michigan Community College

Occupational Education Evaluation System

(M–CCOEES)

MiSIS

ichigan
Student
formation
System

ACS
Financial
Information

PROE

Program
Review in
Occupational
Education

Analysis

MANAGER
Management Plan

PREFACE

The Michigan Community College Occupational Education Evaluation System grew out of an expressed need for a comprehensive planned approach to evaluating community college occupational programs. Guided by a steering committee of local and state community college professionals, the system includes four elements:

- Student Flow Model

- Program Self-Study

- Financial Analysis

- Management Plan

The Steering Committee set the following principles as essential to the development of the system:

Local focus

- Local initiation of the process

- Local administration of the activity

- Quantitative and qualitative data gathering and study

- Self-study with voluntary validation

- Individual program orientation

- Outcomes to be available as a tool to produce a management plan for action

State focus

- Quantitative data aggregated for reporting purposes on the state level
- Coordination of data gathering to avoid duplication
- Provision for a continuing committee at the policy level made up of users of the system.

The student flow Michigan Student Information System (MiSIS) and program self-study Program Review in Occupational Education (PROE) models are ready for implementation in 1980. The financial analysis and management planning elements are in the process of development.

PROE provides the procedures and instrumentation for a college to self-study an occupational program through collecting the perceptions of a variety of individuals involved. The system has been field tested by Henry Ford Community College and Mid Michigan Community College in preparation for implementation in 1980. The effectiveness of PROE will depend on continual refinement and revision based on the input of community colleges who voluntarily use the system. We invite your comments and suggestions for improvement and appreciate your support for quality occupational education in Michigan community colleges.

Program Evaluation Task Force

ACKNOWLEDGEMENTS

Program Review in Occupational Education (PROE) was designed to help Michigan community colleges assess occupational program effectiveness. Many people contributed their time and talents to the development of the system and their efforts are appreciated.

The program evaluation system was sponsored by the Michigan State Department of Education in cooperation with the Michigan Occupational Deans Administrative Council (MODAC), and participating local colleges. Washtenaw Community College served as the project manager during the first year. West Shore Community College is serving as project manager during the second year. Henry Ford Community College and Mid Michigan Community College field tested the system.

A Task Force of community college professionals guided the development of PROE. The contribution of these individuals was significant. Their sensitivity to and concern for community college occupational program characteristics and needs helped to keep the process simple and practical. The work of the Task Force was directed by the Michigan-Community College Occupational Education Evaluation System Steering Committee. The members of both of these groups are listed on the next page.

MICHIGAN COMMUNITY COLLEGE OCCUPATIONAL EDUCATION

EVALUATION SYSTEM STEERING COMMITTEE

Name	Affiliation
Bruce Blanding	Michigan Department of Education
Charles Corrigan	Mid Michigan Community College
R. Ernest Dear	Gogebic Community College
Thaddeus Diebel	Schoolcraft College
Clovis Ferguson	Northwestern Michigan College
James Folkening	Michigan Department of Education
Andrew Mazzara	Henry Ford Community College
Arnold Metz	St. Clair County Community College
Gunder Myran, Chairperson	Washtenaw Community College
John Shanahan	Michigan Department of Education
Robert Steely	Kellogg Community College
William Yankee	Northwestern Michigan College

PROGRAM SELF-STUDY TASK FORCE

Name	Affiliation
Charles Corrigan	Mid Michigan Community College
R. Ernest Dear	Gogebic Community College
Thaddeus Diebel	Schoolcraft College
James Folkening	Michigan Department of Education
Austin Hartshorn	Macomb County Community College
Richard Holmes	Michigan Department of Education
Nancy Jobe	Michigan Department of Education
Charles Kiefer	Michigan Department of Education
Robert Kollin	Monroe County Community College
Betty Ladley	Washtenaw Community College
Andrew Mazzara	Henry Ford Community College
Marjorie McBrien	C. S. Mott Community College
Robert Roelofs	Oakland Community College
Joseph Skupin	Henry Ford Community College
Robert Steely, Chairperson	Kellogg Community College

Shirley McGillicuddy, Consultant	Shirley McGillicuddy & Associates

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OVERVIEW

This handbook describes an evaluation system called PROE (Program Review in Occupational Education). Why is that important to you? Through PROE, you can learn the answers to some very important questions. How well are we preparing our students for their future jobs? What can we do to improve our occupational training programs? Are we meeting the needs of industry for entry level employees?

WHAT IS PROE?

PROE is an evaluation system designed especially for community colleges. PROE asks the people involved with occupational education at a college how they feel about their program. Faculty, students, and advisory committee members are asked to provide their views on a questionnaire. Compilations of these perceptions become a profile of the occupational program at your college. This gives you the data and information needed to make better decisions about:

- Changes for program improvement.
- Resource requirements and allocations.
- Future directions for occupational education.

PROE, then, is based on what you and your colleagues know and think about your occupational program. It systematically collects these perceptions and organizes them so you can do something about them.

HOW PROE WORKS

Your college decides it wants to take an intensive look at an occupational program. That decision becomes translated into action. A coordinator for the self-study is appointed - possibly the occupational dean or division or department chair. The coordinator will probably pick some people to help with the process - a Self-study Committee. They will plan for your college self-study. You may want to self-study a single program or several programs at the same time.

All college professionals who will participate in the study, such as occupational faculty, division or department chairpersons, program coordinators attend an orientation meeting. That meeting explains the process, tells you how much of your time it will take, how you will be involved, and covers the procedures. You are given a questionnaire to complete and a deadline date for turning it in. Some faculty are given questionnaires for their students to complete. Advisory committee members, too, are asked for their views.

All of the completed questionnaires are returned to an objective unbiased person for tabulation and analysis. Each responding group gives their opinions on some similar areas of importance to occupational program quality, such as facilities, equipment, placement. Some participants, faculty for example, respond to items they are in the best position to know about such as adaptation of instruction to student needs and interests. The assessment is based on objective standards of program performance and not personnel appraisal. Every effort has been made to remove personal bias from the process.

The tabulation of responses profiles your program:

- Strengths and

- Critical Needs for Improvement

This data is organized into a written report for use at the program level and helps college professionals make decisions about program modification or redirection. PROE data is considered along with information collected through other sources such as MiSIS. For example, PROE questionnaires from current students and MiSIS surveys of students who have left or completed programs provide a wide spectrum of student views on the relevance of occupational education programs to current and future employment.

VALIDATION OF SELF-STUDY

Your college may have the added service of a visit by a team of your peers who will validate your self-study. Team members are from community colleges, industry, and the community. All are selected because they have some specific expertise in occupational education. All are trained to apply the system.

The team visits your college for two or three days and becomes thoroughly familiar with your occupational education program. This is done through:

- Comprehensive review of the self-study.

- Interviews with self-study participants.

- Observations on campus.

- Review of reports and college information.

After the team learns what you are doing in the occupational education program, and what you think about it, they develop a consensus profile of your program. They tell you where and why they agree or disagree with your self-study profile. The team may identify some strengths you are too modest to claim or some weaknesses you're too-close-to to see. These visiting professionals help you sharpen and focus your occupational education profile and set priorities for future action.

On the following pages, PROE is described step-by-step, including the instruments contained in the system and instructions for their placement. Section I deals with the Self-Study and Section II the Validation Visit by a team of peers if the college elects to include this service.

STEPS TO PROE

Section 1 - Self-Study

Successful self-study starts with careful planning and scheduling. As soon as your college decides it wants to do a thorough review of an occupational program, the self-study coordinator and committee are chosen. These key persons become familiar with the procedures and the instruments. Next they identify:

- Programs to be included in PROE.

STEP 1

ADVANCE

PLANNING

- Potential participants, using Appendix A as a worksheet.

- Schedule of main events - starting with orientation and ending with the action plan, see Appendix B.

- If self-study validation is to be used.

Sampling may be a consideration if such respondent groups as students are sizeable enough to make sampling more realistic. If sampling is to be used, Appendix C is consulted.

After these plans are made, requirements for self-study instruments are determined and the order form is completed and sent to West Shore Community College (see Appendix A). If the college prefers to produce its own instruments, a set of printing masters is available.

Self-study participation is at its best when those involved understand something about PROE, how they will be involved and why it is important. It is a good idea to tell college personnel who will not be involved and the community about the system. Each group may be oriented in a different way:

- Occupational faculty, division/department chairs, program coordinators, administrators, and others who will complete a PROE Form 1 attend an orientation meeting. (See Agenda, Appendix D-1).

STEP 2

ORIENTATION

- Students and advisory committee members are given explanatory information with the instrument as suggested in Appendixes D-2 and D-3.

- Non-participating college personnel are sent a written announcement from the president, (Appendix D-4).

- A news release (see Appendix D-5) is prepared to orient other college personnel, students, and the community to what is going on.

The orientation meeting is conducted by a knowledgeable person trained in the application of PROE, possibly the college self-study coordinator.

STEP 3

COMPLETION

OF

SELF-STUDY

INSTRUMENTS

The objective of self-study is to have 100% of the participants complete and return the instrument. To achieve this objective a control system is needed. The college coordinator selects an assistant to keep track of:

- Instrument placement.
- Instrument return.
- Follow-up contact to remind participants of the deadline.

Two weeks is generally sufficient time for the self-study. A suggested check sheet for instrument control is shown as Appendix E.

PROE Forms, respondents, and guidelines for placement are as follows:

FORM 1
FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
(Yellow) - See Appendix F-1.
Consists of qualitative assessment of program standards for occupational programs and open end responses on program strengths and needs for improvement.

RESPONDENT:
Division/Department or program managers and faculty involved with a specific program meet to reach consensus ratings on program standards and open end responses OR may complete individual forms. The college determines which approach will be used, and persons to participate in the self-study as part of Advance Planning. Perceptions apply to a specific occupational program offered by the college.

FORM 2
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
(Blue) - See Appendix F-2.

Consists of a short form including various aspects of occupational education experiences and perceptions within the scope of familiarity of students and written comments. Items can be correlated with faculty and advisory committee perceptions.

RESPONDENT:
Occupational education students in <u>at least the second term of their program</u>. A representative sample of students complete Form 2. Placement of instruments is usually done by selecting classes that are representative of the program. Forms are completed in class and may be administered by a student, a member of the self-study committee, or by the instructor. Completed instruments are collected, sealed in an envelope, labeled with the name of the class or program and forwarded to the college coordinator.

FORM 3
ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
(Tan) - See Appendix F-3.

Consists of a short form of perceptions ratings on items important to the occupational preparation of students and within the scope of familiarity of advisory committee members and open end responses on program strengths and needs for improvement and advisory committee utilization.

RESPONDENT:
All, or a representative sample of the occupational program advisory committee members complete a Form 3. Forms may be completed during a regular meeting of the committee or may be mailed.

FORM 4

SUMMARY PROFILE BY SITE VISIT TEAM

(White) - See Appendix F-4.

Consists of qualitative assessment of program standards for an occupational program.

RESPONDENT:

Site visit team completes consensus ratings on each item on the Form 4. Perceptions apply to a specific occupational program and validate the self-study. (See Section 2, page 13).

Self-study instruments are sent to a center for tabulation and analysis. This may be a college center or an outside service. Data collected through the self-study is organized so it is readily usable and understandable to college personnel and, if applicable, the validation team. Summarizing forms show item by item responses from each participating group.

STEP 4

SELF-STUDY TABULATION AND ANALYSIS

Guidelines for Self-Study tabulation are shown in Appendix G.

Correlations of responses from all groups to certain program standards are made. (See Appendix H, Analysis of Standards of Program Quality and Respondent Group Input). Interpretation of the self-study becomes the basis of the written report of occupational program strengths and needs for improvement at the college. The self-study tabulations and written report are the basis for college decisions and future action.

The college professional responsible for data tabulation and analysis prepares a written report and sends copies to appropriate college staff. This step is completed ·two weeks following the self-study. The report is for the use of the college in planning for future action to improve the quality of the occupational education program(s).

The written report summarizes:

STEP 5

WRITTEN

REPORT

- Occupational program strengths.
- Priority needs for improvement.
- Additional information of value to program professionals.

A suggested format for the written report is shown as Appendix I. Self-study tabulations are appended to the report.

Information included in the self-study along with that from other community colleges involved in PROE during the year is synthesized into a statewide report of occupational education. This data is used to make statewide decisions of importance to occupational education and to meet reporting requirements of the Michigan State Plan for Vocational Education and the federal Vocational Education Amendments of 1976.

STEP 6

COLLEGE

ACTION

Two weeks after the written report is received, the college self-study committee develops an action plan for occupational program improvement. A suggested format for the plan is contained in Appendix J.

The Action Plan is distributed to all college professionals involved with the program for implementation. A copy of the Action Plan may be requested by the Michigan SDE for use in statewide analysis of occupational education.

College professionals who participated in the self-study complete a form, see Appendix K, that summarizes their impressions of the PROE system. This information is essential to the improvement of the evaluation process. The feedback forms are completed within two weeks after the college receives the written report. Distribution of the feedback form is done in conjunction with the dissemination of the action plan. Feedback forms are sent in sealed envelopes provided to the Project Director for analysis and use in refining the PROE system.

Reassessment of progress in implementing the action plan is the college's responsibility. Scheduled check points are set at the time the plan is developed. On a random selection basis, some colleges participating in PROE may be visited by a representative of the Michigan SDE to determine the influence of the system in achieving program improvement.

STEPS TO PROE

Section II - Validation Visit

A schedule for Self-study incorporating the Validation Visit preparation steps is shown as Appendix L. If a college has self-studied several occupational programs at the same time, it will generally schedule a coordinated validation visit for all programs. The Site Visit Chairperson will coordinate the scheduling and validation activities for all team members, even though dissimilar programs may be involved.

STEP V-1

SELECTION OF SITE VISIT VALIDATION TEAM

IF THE COLLEGE WANTS TO HAVE A VISITING TEAM VALIDATE ITS SELF-STUDY, that wish is made known to the Michigan SDE as a part of Advance Planning (see Step 1). Characteristics of the college and the program(s) to be self-studied, special areas of interest and need, and any particular preferences the college may have for site visit team member expertise are discussed. The Community College Services Unit of the Department of Education and the Project Director are available to assist the college with the appointment and training of the team.

Team size will vary depending on the size of the college, number of programs being self-studied, and any additional requirements. Each team will include one or more of the

following types of persons: occupational dean, occupational teacher, and a lay representative (i.e., representative of business and industry or the community). Members of the team will have expertise in the specific occupational program(s) being studied; support programs and services such as counseling and guidance, placement; special programs/services such as disadvantaged, handicapped, limited non-English speaking; and follow-up systems. The college provides the Michigan SDE with a list of site visit team members as soon as appointments have been confirmed.

STEP V-2

VALIDATION VISIT PREPARATION

Prior to visiting the college, validation team members review the self-study and pertinent college materials. The college self-study coordinator, in cooperation with the team chairperson, develops a site visit schedule. Self-study participants who completed Form 1 are scheduled to be interviewed by a team member. Interviews are planned for the convenience of college personnel and usually take about 45 minutes. Key college professionals such as the president, occupational dean, counseling and guidance and instructional administrators, public information and placement officers, counselors may be scheduled for team interviews. Copies of the site visit schedule, (see Appendix M) with the interviewees listed by name and title are provided to the site visit chairperson in sufficient quantity for all team members. The site visit chairperson assigns the interviewers.

The college assists the site visit chairperson in making arrangements for the team. This will include selection of lodging facilities, a meeting room on the campus, parking, and transportation. The arrangements check-off list, Appendix N, is used as a guide.

STEP V-3

VALIDATION

VISIT

The site visit will take two or three days depending on the size of the college and the scope and direction of the program(s) being reviewed. For a single program, two days are generally sufficient. To validate the college's self-study, the team develops its own perceptions of occupational education performance through interview, observation, and study of college documents and reports. The team develops a consensus profile of their perceptions of the occupational program. The team also reaches consensus on strengths and critical needs for improvement. Team consensus ratings are recorded on Form 4. Team perceptions are reported at an oral meeting to which self-study participants are invited by the college. This session is scheduled in the afternoon of the last day of the site visit.

STEP V-4

TEAM
WRITTEN
REPORT

Two weeks following the completion of the site visit, a confirming written report is sent to the college president. The report identifies strengths and critical needs for improvement for each program self-study being validated and any general observations helpful to the college. Appended to the report are: team consensus profile of the occupational program, a list of team members, and a schedule of site visit activities. Distribution of the report to professionals participating in the self-study is the responsibility of the college. Generally, the site-visit team report will be distributed with the college self-study report. (For written report suggested format see Appendix I.)

PROE
MICHIGAN COMMUNITY COLLEGES

COLLEGE SELF-STUDY AND VALIDATION PLANNING AND FORMS ORDER SHEET

College: _____   Date:_____, 19___

College
Contact:_____   Title:_____

Mailing Address:_____   Telephone: (   ) _____

Programs   _____
Included in   _____
Self-Study: _____

Form	Respondent(s)	Number	Planned Number of Respondents	Planned* Number of Interviews	Number of Forms Required
1	Occupational Faculty Div. & Dept. Chairs				
	Instructors				
	Generalists Occupational Administrators				
	Counselors				
	Other				
2	Occupational Students (Beyond 1st Semester)			**	
3	Advisory Committees			**	

*   Complete only if validation Visit requested.

** Will be interviewed informally. No planned schedule needed.

1. All persons receiving Form 1 should have received a formal orientation to
    PROE by college designate.

SEND ONE COPY OF THIS COMPLETED FORM TO:

MiSIS/PROE PROJECT DIRECTOR
WEST SHORE COMMUNITY COLLEGE
3000 N. STILES RD.
SCOTTVILLE, MI 49454

PROE
MICHIGAN COMMUNITY COLLEGES

SCHEDULE AND COORDINATING STAFF FOR PROE SELF-STUDY   College_____

Program(s)_____

STEPS	ACTION	PLANNED SCHEDULE (WEEKS FROM STEP 7)	DATES
1	College requests PROE	-10	
2	College appoints self-study coordinator and committee	-10	
3	Advance planning	- 8	
4	Orientation	- 6	
5	Completion of self-study instruments	- 4	
6	Self-study tabulation and analysis	- 2	
7	Written report distributed	0	
8	College completes action plan	+ 2	
9	College feedback	+ 2	
10	Assessment of action plan accomplishments	+ 1 Year	

PROE COORDINATING STAFF:

	Name	Telephone
College Self-study Coordinator		
Self-study Committee		

College Address

SUGGESTED SAMPLING PROCEDURES FOR PROE SELF-STUDY

When Sampling Is Needed

Sampling should be used only when it appears to be the most practical approach for the program self-study. In no case is it advisable to resort to sampling in groups of 100 persons or fewer. For most programs, sampling will not be necessary.

If the number of respondents exceeds 100, however, a sample should be drawn. It is much sounder to utilize sampling and work for a 100% response than to over-extend by distributing the instruments in such wholesale quantity that comprehensive follow-up becomes impossible.

Where these conditions apply, the method of sampling to be adopted will have been agreed upon during advance planning. Students will most likely be the only responding group it may be advisable to sample.

A defensible procedure for sampling students is:

1. Determine the number of students in your universe (e.g., total number of full-time students in occupational program in second semester courses or beyond).

2. By program, figure the percentage of the universe in that unit and the number of classes to be included in the sample.

3. List the pertinent classes in which these students are enrolled.

4. Using skip numbers within each program, identify the classes to be sampled. The assumption is that occupational classes are about the same size. If a class is small (e.g., under 15) or large (e.g., over 30), technically an adjustment should be made to assure that the number of respondents is representative.

Some important points to note:

1. For any sample to be representative of a population within desired probability limits, the sample must be selected randomly, i.e., every member of the population being sampled must have the same chance of being selected in the sample.

2. Sample size is much more important than what percent it is of the population. A ten percent sample of ten is meaningless; a ten percent sample of 100,000 is wasteful.

ORIENTATION MEETING AGENDA

1. Distribution of copies of "PROE" brochure.

2. Introduction of PROE site visit chairperson by appropriate college person (if applicable).

3. Team chairperson or college representative shows PROE slide/tape presentation which provides history and explanation of the system.

4. Team chairperson's or college representative's explanatory comments re-emphasizing some of the vital points made in the handout, and touching on other pertinent considerations. Suggested topics include:

   a. The involvement of many people like those attending the meeting (community college professionals throughout the state) in the development of PROE.

   b. The resultant PROE instrumentation, consisting of a set of perceptions items, each of which has been determined by people like those at the meeting to be a critical indicator regarding the quality and availability of community college occupational education.

   c. The resultant PROE procedures, in which each participating college's self-study of its occupational education programs and services is the key element.

   d. Self-study participants: occupational faculty, counselors, administrators, students, members of the college's occupational education advisory committees and the degree of involvement of each.

   e. The scheduled dates of the validation team's visit (if applicable) to the college and, briefly, what the visit will involve (extensive interviewing on the campus and in the community; a look at programs, services, facilities; study of various college documents; presentation of the team's oral report).

   f. The fact that all findings of the college's self-study and of the team's validation visit will be sent to the college president in writing and will be the basis for the development of an action plan by the college self-study committee.

   g. Some kinds of matters on which the team will - and will not - report.

5. College self-study coordinator's explanatory comments dealing with the self-study schedule, the importance of each college respondent's role in the self-study, and plans for distribution, collection, and control of the perceptions instruments.

6. Question-and-answer period.

7. Team chairperson's closing remarks.

STUDENT LETTER
(On College Letterhead)

TO BE READ TO CLASSES PARTICIPATING IN THE SELF-STUDY

We are in the process of studying our (Name of Program) to learn what we can do to make it better. For this study we are using a system called PROE (Program Review in Occupational Education). Student views are very important.

Please take the next few minutes to complete the questionnaire that has just been given to you. You need not sign your name, but do indicate the name of the program in which you are enrolled. Most students enrolled in (Name of Program) at (Name of College) will be participating in the study.

In addition to students, others taking part in the review are teachers, administrators, and members of our advisory committees. All of the answers to the various questionnaires will be tabulated for analysis.

Our goal, of course, is to make sure we're doing everything we can for the career success of our students. Your cooperation will be greatly appreciated.

Thanks for your help.

Sincerely,

(College President
or Occupational Dean)

ADVISORY COMMITTEE LETTER
(On College Letterhead)

We are in the process of evaluating our (Name of Program) to learn what may need to be done to make it more effective. For this study, we are using a system called PROE (Program Review in Occupational Education).

Advisory committee views are very important to us. It would help if you would take a few minutes to complete the attached form and return it in the envelope provided.

At a future meeting of the advisory committee we will report the results of the study to you.

Thank you for your cooperation.

                                        Sincerely,

                                        (Appropriate College
                                        Administrator)

STAFF LETTER (On College Letterhead)

TO ALL COLLEGE PERSONNEL:

We are participating in a comprehensive appraisal of the effectiveness of occupational education offered by (Name of College). This appraisal is largely a self-study, involving many college personnel - instructors and administrators - as well as students and people in the community who serve on our occupational education advisory committees.

Our purpose is to identify areas of strength and needs for improvement, so that we may plan for future action and allocation of resources. The study will also meet the requirements for program evaluation mandated by the Michigan State Plan for Vocational Education and the Vocational Education Amendments of 1976.

In addition to our college, other Michigan community colleges will be participating in the self-appraisal this year. For compatibility of data and consistency of results, we will be using the PROE (Program Review in Occupational Education) process. PROE is a tested, proven system sponsored by the Michigan Department of Education in cooperation with the Michigan Occupational Deans Administrative Council.

In order for the self-appraisal to be meaningful and of value to us as we plan for the future, the thoughtful participation of all college personnel is essential. Some of you will be active participants in the self-study, others will play a less involved role. Your cooperation in this effort will be appreciated.

Note: Additional paragraph for use if appropriate. To assist us, a team of professionals may visit our campus. Please do what you can to be of help to any of these visitors to our college.

_____

(College President)

PRESS RELEASE

How well is (Name of College) preparing occupational education students for their chosen careers?

A comprehensive college appraisal has been undertaken to determine the answer to that question, President (Name) announced today.

Many men and women, both on the campus and in the community, are participating in the self-study process, according to President (Name). They include occupational education instructors, college administrators, students, and members of college advisory committees.

To accomplish the study, the college is using a statewide service sponsored by the Michigan State Department of Education in cooperation with the Michigan Occupational Deans Administrative Council. The service is called PROE (Program Review in Occupational Education).

"This is an extremely important project for (Name of College)", President (Name) explained. "Our purpose is to identify areas of strength and needs for improvement in our (Name of Program(s) being studied) so that we may more effectively meet the needs of present and future students".
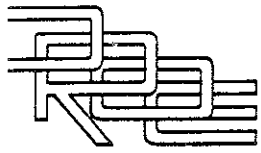
SAMPLE CONTROL SHEET
(MAY BE ADAPTED BY COLLEGE)

Respondents are: Date:_____

Ident. No.*	Respondent(s)	*Orien-tation	*Inter-view	Form Sent	Form Returned	Follow-up Required	Feedback**	
							Sent	Returned

*   If applicable. Note: Orientation refers to presentation and discussion.
**   To be completed only by persons returning Form 1.

APPENDIX F

PROE INSTRUMENTATION

lichigan Community Colleges

COLLEGE_____

ACULTY PERCEPTIONS OF
CCUPATIONAL EDUCATION PROGRAMS

ISTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational program (such as registered nursing, automotive technology, secretarial science). The items you are asked to rate are grouped into the major components of the Program Review in Occupational Education (PROE) system, namely:

- Goals and Objectives
- Processes
- Resources

Rate each item by checking your best judgment on a five point scale ranging from poor to excellent. Only check one answer per item. A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space has been provided for you to note comments that may help to clarify your ratings or to indicate modifications of a standard to make it more relevant for your program.

Criteria for excellent and poor ratings are provided for each item. *Excellent* represents a nearly ideal or exemplary situation; *poor,* one of serious inadequacy. As a guide, ratings may be made with the following in mind:

EXCELLENT means ideal, top 5 to 10%
GOOD is a strong rating, top 1/3rd
ACCEPTABLE is average, the middle 1/3rd
BELOW EXPECTATIONS is only fair, bottom 1/3rd
POOR is seriously inadequate, bottom 5 to 10%

This form may be completed as a *consensus* evaluation by the principal persons involved with a specific occupational program. Examples of such persons would be instructors, department or division chairpersons, program coordinators, and administrators such as occupational dean. If preferred, respondents may complete individual forms.

To help with tabulation of responses, please provide the information requested below before completing your rating.

ROGRAM TITLE_____   USOE CODE #__ __ . __ __ __ __ __ __

ERSONS PARTICIPATING IN CONSENSUS EVALUATION OR INDIVIDUAL COMPLETING THIS FORM:

ame_____   Title _____

_____   _____

_____   _____

_____   _____

_____   _____

anks for your cooperation!

'ROE .

Michigan Community Colleges

FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

GOALS AND OBJECTIVES

1. Participation in Development of College Occupational Education Program Plan   1

Excellent—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.

Poor—Development of the plan for this program is basically the work of one or two persons in the college.

2. Program Goals   2

Excellent—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.

Poor—No written goals exist for this program.

3. Course Objectives   3

Excellent—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction.

Poor—No written objectives have been developed for courses in this program.

4. Competency Based Performance Objectives   4

Excellent—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.

Poor—Competency based performance objectives have not been developed for courses in this program.

5. Use of Competency Based Performance Objectives   5

Excellent—Competency based performance objectives are distributed to students and used to assess student progress.

Poor—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.

6. Use of Information on Labor Market Needs   6

Excellent—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.

Poor—Labor market data is not used in planning or evaluation.

7. Use of Information on Job Performance Requirements   7

Excellent—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.

Poor—Job performance requirements information has not been collected for use in planning and evaluating.

PROE
Michigan Community Colleges
FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

GOALS AND OBJECTIVES (Continued)

8. Use of Profession/Industry Standards — 8

Excellent—Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Poor—Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

9. Use of Student Follow-Up Information — 9

Excellent—Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program.

Poor—Student follow-up information has not been collected for use in evaluating this program.

PROCESSES

10. Adaptation of Instruction — 10

Excellent—Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination).

Poor—Instructional approaches in this program do not consider individual student differences.

11. Relevance of Supportive Courses — 11

Excellent—Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Poor—Supportive course content reflects no planned approach to meeting needs of students in this program.

12. Coordination with Other Community Agencies and Educational Programs. — 12

Excellent—Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community.

Poor—College activities reflect a disinterest in coordination with other programs and agencies having impact on this program.

13. Provision for Work Experience, Cooperative Education or Clinical Experience. — 13

Excellent—Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision.

Poor—Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible.

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

PROCESSES (Continued)

14. Program Availability and Accessibility — 14

Excellent—Students and potential students desiring enrollment in this program are identified through recruitment activities. treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.

Poor—This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.

15. Provision for the Disadvantaged — 15

Excellent—Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously.

Poor—No support services are provided for disadvantaged students enrolled in this program.

16. Provision for the Handicapped. — 16

Excellent—Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.

Poor—No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.

17. Efforts to Achieve Sex Equity — 17

Excellent—Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.

Poor—Almost no attention is directed toward achieving sex equity in this program.

18. Provision for Program Advisement — 18

Excellent—Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.

Poor—Instructors make no provision for advising students on course and program selection.

19. Provision for Career Planning and Guidance — 19

Excellent—Day, evening, and weekend students in this program have ready access to career planning and guidance services.

Poor—Little or no provision is made for career planning and guidance services for students enrolled in this program.

FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

PROCESSES (Continued)

20. Adequacy of Career Planning and Guidance — 20

Excellent—Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives.
Poor—Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.

21. Provision for Employability Information. — 21

Excellent—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).
Poor—Almost no emphasis is placed on providing information important to students as employees.

22. Placement Effectiveness for Students in this Program — 22

Excellent—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program.
Poor—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.

23. Student Follow-up System — 23

Excellent—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.
Poor—No effort is made to follow up former students of this program.

24. Promotion of this Occupational Program — 24

Excellent—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.
Poor—There is no organized public information effort for this program.

RESOURCES

25. Provision for Leadership and Coordination — 25

Excellent—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program.
Poor—There are no clearly defined lines of responsibility, authority, and accountability for this program.

	Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
		1	2	3	4	5		

RESOURCES (Continued)

26. Qualifications of Administrators and/or Supervisors   26

Excellent—All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education.

Poor—Persons responsible for directing and coordinating this program have little administrative training, education, and experience.

27. Instructional Staffing   27

Excellent—Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities).

Poor—Staffing is inadequate to meet the needs of this program effectively.

28. Qualifications of Instructional Staff   28

Excellent—Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence.

Poor—Few instructors in this program have relevant employment experience or current competence in their field.

29. Professional Development Opportunities   29

Excellent—The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience.

Poor—The college does not encourage or support professional development of faculty.

30. Use of Instructional Support Staff   30

Excellent—Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program.

Poor—Little use is made of instructional support staff in this program.

31. Use of Clerical Support Staff   31

Excellent—Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors.

Poor—Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.

32. Adequacy and Availability of Instructional Equipment.   32

Excellent—Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students.

Poor—Equipment for this program is outmoded and in insufficient quantity to support quality instruction.

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Michigan Community Colleges
FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)

RESOURCES (Continued)

33. Maintenance and Safety of Instructional Equipment   33
Excellent—Equipment used for this program is operational, safe, and well maintained.
Poor—Equipment used for this program is often not operable and is unsafe.

34. Adequacy of Instructional Facilities   34
Excellent—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.
Poor—Facilities for this program generally are restrictive, disfunctional, or overcrowded.

35. Scheduling of Instructional Facilities   35
Excellent—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.
Poor—Facilities and equipment for this program are significantly under- or over-scheduled.

36. Adequacy and Availability of Instructional Materials and Supplies   36
Excellent—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.
Poor—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.

37. Adequacy and Availability of Learning Resources   37
Excellent—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping.
Poor—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.

38. Use of Advisory Committees   38
Excellent—The advisory committee for this program is active and representative of the occupation.
Poor—The advisory committee for this program is not representative of the occupation and rarely meets.

39. Provisions in Current Operating Budget   39
Excellent—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.
Poor—Funds provided are seriously inadequate in relation to approved objectives for this program.

40. Provisions in Capital Outlay Budget for Equipment   40
Excellent—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.
Poor—Equipment needs in this program are almost totally unmet in the capital outlay budget.

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Michigan Community Colleges

FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
		1	2	3	4	5		

ADDITIONAL STANDARDS
IDENTIFIED BY COLLEGE

41.   41

42.   42

43.   43

44.   44

45.   45

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FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary).

1.   What are the chief occupational education strengths of your program?

2.   What are the major needs for improvement in your program and what action is required to achieve these improvements?

PLEASE IDENTIFY THE POSITION OF THE PERSON COMPLETING THIS FORM AND THE OCCUPATIONAL PROGRAM (such as registered nursing, data processing).

Check One: Program:

   Division/Department Chair _____

   Faculty   _____   _____

   Counselor   _____

   Other, please specify: _____ _____

Michigan Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

College _____

Title of
Your Program _____

Check statement that best describes your objective for attending the college:

- Prepare to get a job ....1_____
- Improve job skills for present occupation ....2_____
- Prepare for transfer to another college ....3_____
- Personal interest ....4_____
- Other (Describe) ....5_____

_____

INSTRUCTIONS: Rate each item using the following guide:
EXCELLENT means nearly ideal, top 5 to 10%
GOOD is a strong rating, top one-third
ACCEPTABLE is average, the middle-third
BELOW EXPECTATIONS is only fair, bottom one-third
POOR is seriously inadequate, bottom 5 to 10%

A Comment column has been provided if you wish to explain your rating

		Poor (1)	Below Expectations (2)	Acceptable (3)	Good (4)	Excellent (5)	Don't Know	COMMENTS

Please rate each item below:

1. Courses in your occupational program are:

• Available and conveniently located.	1							
• Based on realistic prerequisites.	2							
• Available at moderate cost.	3							

2. Written objectives for courses in your occupational program:

• Are available to students.	4							
• Describe what you will learn in the course.	5							
• Are used by the instructor to keep you aware of your progress.	6							

3. Teaching methods, procedures and course content:

• Meet your occupational needs, interests and objectives.	7							
• Provide supervised practice for developing job skills.	8							

4. Related courses (such as English, Mathematics, Science) are:

• Pertinent to occupational instruction.	9							
• Current and meaningful to you.	10							

5. Work experience (or clinical experience) in your occupational program is:

• Readily available at convenient locations.	11							
• Readily available to both day and evening students.	12							
• Coordinated with classroom instruction.	13							
• Coordinated with employer supervision.	14							

6. Career planning information:

• Meets your needs and interests.	15							
• Helps you plan your program.	16							
• Helps you make career decisions and choices.	17							

over, please

PROE
Michigan Community Colleges
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS
6. Career planning information (Continued):								
• Helps you understand your rights and responsibilities as an employee.	18							
• Helps you evaluate job opportunities in relation to salary, benefits and conditions of employment.	19							
• Is provided by knowledgeable, interested staff.	20							
• Explains nontraditional occupational opportunities for both sexes.	21							
7. Job success information on former students in your occupational program:								
• Is provided to help you make career decisions.	22							
• Indicates how many job opportunities there are in your occupation.	23							
• Identifies where these job opportunities are located.	24							
• Tells about job advancement opportunities.	25							
8. Placement services are available to:								
• Help you find employment opportunities.	26							
• Prepare you to apply for a job.	27							
9. Occupational instructors:								
• Know the subject matter and occupational requirements.	28							
• Are available to provide help when you need it.	29							
• Provide instruction so it is interesting and understandable.	30							
10. Instructional support services (such as tutoring, lab assistance) are:								
• Available to meet your needs and interests.	31							
• Provided by knowledgeable, interested staff.	32							
11. Instructional lecture and laboratory facilities:								
• Provide adequate lighting, ventilation, heating, power, and other utilities.	33							
• Include enough work stations for the number of students enrolled.	34							
• Are safe, functional, and well maintained.	35							
• Are available on an equal basis for all students.	36							
12. Instructional equipment is:								
• Current and representative of industry.	37							
• In sufficient quantity to avoid long delays in use.	38							
• Safe and in good condition.	39							
13. Instructional materials (e.g., textbooks, reference books, supplies) are:								
• Available and conveniently located for use as needed.	40							
• Current and meaningful to the subject.	41							
• Not biased toward "traditional" sex roles.	42							
• Available at reasonable cost.	43							

Michigan Community Colleges

College_____

Advisory Committee
(Specify field)_____

ADVISORY COMMITTEE PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: Rate each item using the following guide:
EXCELLENT means nearly ideal, top 5 to 10%
GOOD is a strong rating, top one-third
ACCEPTABLE is average, the middle-third
BELOW EXPECTATIONS is only fair, bottom one-third
POOR is seriously inadequate, bottom 5 to 10%

A comment column has been provided if you wish to explain your rating.

Please rate each item below:	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS
1. Instructional program content and quality are:								
• Based on performance objectives that represent job skills and knowledges required for successful entry level employment.	1							
• Designed to provide students with practical job application experience.	2							
• Responsive to upgrading and retraining needs of employed persons.	3							
• Periodically reviewed and revised to keep current with changing job practices and technology.	4							
2. Instructional equipment is:								
• Well maintained.	5							
• Current and representative of that used on the job.	6							
3. Instructional facilities:								
• Provide adequate lighting, ventilation, heating, power, and other utilities.	7							
• Allocate sufficient space to support quality instruction.	8							
• Meet essential health and safety standards.	9							
4. Placement:								
• Services are available to students completing the program.	10							
• Job opportunities exist for students completing the program or leaving with marketable skills.	11							
5. Follow-up studies on program completers and leavers (Students with marketable skills):								
• Demonstrate that students are prepared for entry level employment.	12							
• Collect information on job success and failure of former students.	13							
• Provide information used to review and, where warranted, revise the program.	14							

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Michigan Community Colleges

ADVISORY COMMITTEE PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

College _____

Advisory Committee
(Specify field)_____

Please answer the following:

1. What are the major strengths of the college's occupational program in your field(s)?

2. What are the major needs for improvement in the college's occupational program in your field(s)?

3. Do you have additional comments or suggestions for the program or for utilization of the advisory committee?
    If so, please state briefly.

College_____

Michigan Community Colleges

Program_____

SUMMARY PROFILE
BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strenghts and needs for improvement)
GOALS AND OBJECTIVES						
1. Participation in Development of College Occupational Education Program Plan *Excellent*—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. *Poor*—Development of the plan for this program is basically the work of one or two persons in the college.						
2. Program Goals *Excellent*—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. *Poor*—No written goals exist for this program.						
3. Course Objectives *Excellent*—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction. *Poor*—No written objectives have been developed for courses in this program.						
4. Competency Based Performance Objectives *Excellent*—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction. *Poor*—Competency based performance objectives have not been developed for courses in this program.						
5. Use of Competency Based Performance Objectives *Excellent*—Competency based performance objectives are distributed to students and used to assess student progress. *Poor*—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.						
6. Use of Information on Labor Market Needs *Excellent*—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program. *Poor*—Labor market data is not used in planning or evaluation.						
7. Use of Information on Job Performance Requirements *Excellent*—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses. *Poor*—Job performance requirements information has not been collected for use in planning and evaluating.						

PROE
Michigan Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)

GOALS AND OBJECTIVES (Continued)

8. Use of Profession/Industry Standards

Excellent—Profession industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.
Poor—Little or no recognition is given to specific profession industry standards in planning and evaluating this program.

9. Use of Student Follow-Up Information

Excellent—Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program.
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PROCESSES

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Excellent—Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry open exit, credit by examination).
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Excellent—Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.
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13. Provision for Work Experience, Cooperative Education or Clinical Experience.

Excellent—Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision.
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PROCESSES (Continued)

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activities, treated equally in enrollment selection, and not
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students seeking enrollment. Discriminatory selection pro-
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(such as socioeconomic, cultural, linguistic, academic)
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nated with occupational instruction and results are
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students enrolled in this program.

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17. Efforts to Achieve Sex Equity

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and sequencing.

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Poor—Little or no provision is made for career planning and
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PROE
Michigan Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)

PROCESSES (Continued)

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Excellent—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights).

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Excellent—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program

Poor—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.

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Excellent—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program.

Poor—No effort is made to follow up former students of this program.

24. Promotion of this Occupational Program

Excellent—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support.

Poor—There is no organized public information effort for this program.

RESOURCES

25. Provision for Leadership and Coordination

Excellent—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program

Poor—There are no clearly defined lines of responsibility, authority and accountability for this program

PROE
Michigan Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)

RESOURCES (Continued)

26. Qualifications of Administrators and/or Supervisors

Excellent—All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education.

Poor—Persons responsible for directing and coordinating this program have little administrative training, education, and experience.

27. Instructional Staffing

Excellent—Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities).

Poor—Staffing is inadequate to meet the needs of this program effectively.

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Excellent—Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program

Poor—Little use is made of instructional support staff in this program

31. Use of Clerical Support Staff

Excellent—Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors.

Poor—Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.

32. Adequacy and Availability of Instructional Equipment.

Excellent—Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students

Poor—Equipment for this program is outmoded and in insufficient quantity to support quality instruction.

PROE
Michigan Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)

RESOURCES (Continued)

33. Maintenance and Safety of Instructional Equipment
Excellent—Equipment used for this program is operational, safe, and well maintained.
Poor—Equipment used for this program is often not operable and is unsafe.

34. Adequacy of Instructional Facilities
Excellent—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions.
Poor—Facilities for this program generally are restrictive, disfunctional, or overcrowded.

35. Scheduling of Instructional Facilities
Excellent—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.
Poor—Facilities and equipment for this program are significantly under- or over-scheduled.

36. Adequacy and Availability of Instructional Materials and Supplies
Excellent—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction.
Poor—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.

37. Adequacy and Availability of Learning Resources
Excellent—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping.
Poor—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.

38. Use of Advisory Committees
Excellent—The advisory committee for this program is active and representative of the occupation.
Poor—The advisory committee for this program is not representative of the occupation and rarely meets.

39. Provisions in Current Operating Budget
Excellent—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input.
Poor—Funds provided are seriously inadequate in relation to approved objectives for this program.

40. Provisions in Capital Outlay Budget for Equipment
Excellent—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input.
Poor—Equipment needs in this program are almost totally unmet in the capital outlay budget.

'ROE

lichigan Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)
ADDITIONAL STANDARDS IDENTIFIED BY COLLEGE 1.						
2.						
3.						
4						
5.						

APPENDIX G

SELF-STUDY TABULATION

Guidelines for Self-Study Tabulation

Form A(1)   - Summary of Responses on PROE - Form 1

Form B(4-1) - Median Responses on PROE Form 4 Team Profile

Form C(2)   - Summary of Student Responses on PROE Form 2

Form D(3)   - Summary of Advisory Committee Responses on
                PROE Form 3

GUIDELINES FOR SELF-STUDY TABULATION

Tabulation of self-study instruments may be done manually or by computer. The following tabulation groupings are suggested:

Form A(1): Tabulation of distribution of responses by item on Form 1. After recording ratings from respondents to all items, percentages should be figured for the final tabulation to show distribution of responses. Tabulations are appended to the written report to the college and, if applicable, distributed to the Site Visit team.

Form B(4-1): Median (mid-point) responses by item from Form 1 are recorded on a Form 4. The Validation Team records consensus ratings for each item on the Form noting rationale for marked differences with self-study ratings in the Comment column. Completed form is distributed during the oral report and appended to the written report to the college.

Form C(2): Tabulation of student responses by item on Form 2. Percent of respondents in each rating, item by item, are recorded. Median (mid-point) responses are highlighted. Final form is appended to the written report to the college and is distributed to the Site Visit team at the organizational meeting if applicable.

Form D(3). Tabulation of advisory committee responses by item on the Form 3. Percent of respondents in each rating item by item are recorded. Median (mid-point) responses are highlighted. Final form is appended to the written report to the college and distributed to the Site Visit team at the organizational meeting if applicable.

Note: To derive median or mid-point, note rating at which 50% of respondents assessments fall above or below (or at same rating).

PROE
MICHIGAN COMMUNITY COLLEGES

FORM A(1) - SUMMARY OF RESPONSES ON PROE FORM 1

N 20

		Poor	Below Expect.	Accept.	Good	Excel.	Don't Know
		Show % response in each rating.					
1.	Part. in Devel. O.E. Program Plan	2%	3%	20%	70%	5%	
2.	Program Goals			5%	80%	15%	
3.	Course Objectives		5%	10%	75%	10%	
4.	Competency Based Performance Objectives			5%	90%	5%	
5.	Use of Competency Objectives			10%	85%	5%	
6.	Labor Market Needs Info						
7.	Job Performance Requirements Info.						
8.	Profession/Industry Standards						
9.	Use of Student Follow-Up Info.						
10.	Adaptation of Instruction						
11.	Relevance of Supportive Courses						
12.	Coordination with Agencies and Programs						
13.	Work Experience						
14.	Program Availability and Accessibility						
15.	Provision for Disadvantaged						
16.	Provision for Handicapped						
17.	Sex Equity						
18.	Program Advisement						
19.	Provision for Career Planning						
20.	Adequacy of Career Planning						
21.	Employability Information						

Sample

PROE
MICHIGAN COMMUNITY COLLEGES

FORM A(1) - SUMMARY OF RESPONSES ON PROE FORM 1

N _____

	Poor	Below Expec.	Accept.	Good	Excel.	Don't Know

Show % response in each rating.

22. Placement Effectiveness

23. Student Follow-Up System

24. Program Promotion

25. Leadership and Coordination

26. Qualifications of Administrators

27. Instructional Staffing

28. Qualifications of Instructional Staff

29. Professional Development

30. Instructional Support Staff

31. Clerical Support Staff

32. Adequacy of Instructional Equipment

33. Maintenance and Safety of Equipment

34. Adequacy of Facilities

35. Scheduling of Facilities

36. Instructional Materials and Supplies

37. Learning Resources

38. Advisory Committees

39. Operating Budget

40. Equipment Budget

Sample
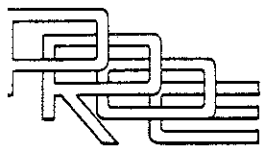
Michigan Community Colleges

College _____

Program _____

SUMMARY PROFILE
BY SITE VISIT TEAM
Form B (4-1)

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	COMMENTS (Team records strengths and needs for improvement)

GOALS AND OBJECTIVES

1. Participation in Development of College Occupational Education Program Plan

Excellent—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.

Poor—Development of the plan for this program is basically the work of one or two persons in the college.

College Team *Sample*

---

2. Program Goals

Excellent—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness.

Poor—No written goals exist for this program.

Rating: T (col 3), C (col 5)

Comment: *goals don't state outcomes for the program*

---

3. Course Objectives

Excellent—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction.

Poor—No written objectives have been developed for courses in this program.

Rating: T, C (col 4)

---

4. Competency Based Performance Objectives

Excellent—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction.

Poor—Competency based performance objectives have not been developed for courses in this program.

Rating: C (col 4), T (col 5)

Comment: *performance objectives are very thorough and complete and show a practical tie with job standards*

---

5. Use of Competency Based Performance Objectives

Excellent—Competency based performance objectives are distributed to students and used to assess student progress.

Poor—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.

---

6. Use of Information on Labor Market Needs

Excellent—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program.

Poor—Labor market data is not used in planning or evaluation.

---

7. Use of Information on Job Performance Requirements

Excellent—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses.

Poor—Job performance requirements information has not been collected for use in planning and evaluating.

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MICHIGAN COMMUNITY COLLEGES

FORM C(2) - SUMMARY OF STUDENT RESPONSES ON PROE FORM 2

N *150*

		Poor	Below Expect.	Accept.	Good	Excel.	Don't Know
		Show % response in each rating. Line median					
1.1	Course Available and Conveniently Located	5	7	25	40	23	
1.2	Realistic Prerequisites	10	12	35	40	2	1
1.3	Moderate Cost	2	5	15	26	52	
2.4	Written Course Objective Available						
2.5	Written Course Objective Describe Learning						
2.6	Written Course Objective Used to Inform of Progress						
3.7	Teaching Meets Occupation Objective						
3.8	Teaching Developes Job Skills						
4.9	Related Course Pertinence						
4.10	Related Course Current						
5.11	Work Experience Available Convenient Locations						
5.12	Work Experience Available Day/Evening						
5.13	Work Experience Coord. with Instruct						
5.14	Work Experience Coord. with Employer Supervision						

Sample

PROE
MICHIGAN COMMUNITY COLLEGES

FORM D(3) - SUMMARY OF ADVISORY COMMITTEE RESPONSES ON PROE FORM 3

N **19**

	Poor	Below Expect.	Accept.	Good	Excel.	Don't Know
			Show % response in each rating.		Line median	

1.1 Program Content Based on Entry Level Job Skills.   3%   20%   70%   7%

1.2 Students Provided Job Application Experience.   7%   35%   43%   5%   10%

1.3 Responds to Upgrading and Retraining Needs.   3%   25%   40%   30%   2%

1.4 Kept Current with Changing Job Practices.   1%   15%   30%   3%   46%   5%

2.1 Equipment Well Maintained.

2.2 Equipment Current and Representative

2.3 Facilities have Adequate Lighting, Ventilating, Heating, Power, etc.

2.4 Sufficient Space Allocated.

2.5 Health and Safety Standards Met

4.10 Placement Services Available

4.11 Job Opportunities Exist

5.12 Follow-Up Shows Students Prepared

5.13 College Collects Information on Job Success of Former Students.

5.14 Follow-Up Information Used to Review and Revise Program.

Sample

PROE
MICHIGAN COMMUNITY COLLEGES

ANALYSIS OF STANDARDS OF PROGRAM QUALITY AND RESPONDENT GROUP INPUT

PROGRAM STANDARD	RESPONDENT FORM #	FACULTY 1	STUDENT 2	ADV COMM. 3
		Std. #	Standard # (Key Punch #)	Standard = (Key Punch =)
Participation in developing O.E. program plan.		1		
Program Goals		2		
Course Objectives		3		
Competency Based Performance Objectives		4	2 (4) (6)	1 (1)
Use of Competency Based Performance Objectives		5	2 (5)	
Labor Market Information		6		1 (3)
Job Performance Requirements Information		7		1 (4)
Profession/Industry Standards		8		
Use of Student Follow-Up Information		9		5 (14)
Adaptation of Instruction		10	3	
Relevance of Supportive Courses		11	4	
Coordination with Agencies & Programs		12		
Provision for Work Experience		13	5	1 (2)
Program Availability & Accessibility		14	1	
Provision for Disadvantaged		15		
Provision for Handicapped		16		
Efforts to Achieve Sex Equity		17		
Provision for Program Advisement		18	6 (16)	
Provision for Career Planning & Guidance		19	6 (17)	
Adequacy of Career Planning & Guidance		20	6 (15) (20)	
Provision for Employability Information		21	6 (18) (19)	
Placement Effectiveness		22	8	4
Student Follow-Up System		23	7	5
Program Promotion		24		
Provision for Leadership & Coordination		25		
Qualifications of Administrators		26 .		
Instructional Staffing		27	9 (29)	
Qualifications of Instructional Staff		28	9 (28) (30)	
Professional Development Opportunities		29		
Use of Instructional Support Staff		30	10	
Use of Clerical Support Staff		31		
Adequacy & Availability of Equipment		32	12 (37) (38)	2 (6)
Maintenance & Safety of Equipment		33	12 (39)	2 (5)
Adequacy of Instructional Facilities		34	11 (33-35)	3
Scheduling of Instructional Facilities		35	11 (36)	
Instructional Materials & Supplies		36	13	
Learning Resources		37		
Advisory Committees		38		
Operating Budget		39		
Equipment Budget		40		
OPEN END STRENGTHS & NEEDS		X		X

REPORT OF SELF STUDY (Suggested Format)

College:_____ Date of Self-Study:_____

Program:_____

Self Study
Coordinator:_____   _____
                    (Name)   (Title)

Number of Self-Study Participants:

| Faculty | Students | Advisory Committee Members |
| (Form 1) | (Form 2) | (Form 3) |

Full Time:

_____   _____   _____

Part Time:

_____

Division/Department Chairs:

_____

Others, specify:

_____

_____

_____

_____

General Comments or Factors Influencing Self-Study:

ATTACHMENTS:
Form A(1)   Tabulation of responses on Form 1.
Form B(4-1)   Profile of median responses from Form 1 and Team consensus.
Form C(2)   Tabulation of Student responses.
Form D(3)   Tabulation of Advisory Committee responses.

Site Visit Team Profile and Validation Report

Correlation of Responses by All Participants to Certain Key Standards

Major Areas of Strength:
(Listing of approximately ten standards rated the highest by the self-study participants).

Priority Needs for Improvement:
(Listing of approximately ten standards rated lowest by the self-study participants and which, if improved, would have greatest impact on the quality of occupational education).

OCCUPATIONAL EDUCATION
ACTION PLAN

College _____

Program _____

Date _____

Action Objective (Priority Ranked)	Estimated Additional Resources (e.g., People, Facilities, Equipment	Estimated Additional Budget	Assignment of Responsibility (Name, Title)	Initiation Date	Completion Date

PROE Feedback Letter
(On College Letterhead)

(Date)

To: All Staff Participants, PROE Self-Study

From: (College President)

Please take a few minutes of your time to fill out the attached survey form.
Its purpose is to help determine the effectiveness of the services provided
through PROE to assist us in our recent occupational education self-study.

I would appreciate your returning your completed form to (Place) in the
numbered envelope, sealed for confidentiality, by (Date).

Thank you for your cooperation.

NOTE: This request for information should be distributed only to persons who
        completed PROE Form 1.

Date_____

College_____

FEEDBACK ON PROE FROM PARTICIPATING COLLEGE PROFESSIONALS

PROE's goal is to improve the quality and availability of occupational education by assisting a college in identifying its occupational program strengths and needs for improvement.

We would appreciate your views on your college's PROE self-study. Use back of page and additional sheets as necessary. Use the return envelope provided. These envelopes will be returned unopened to the Michigan State Department of Education for analysis. Tabulations and your verbatim responses (typed to insure confidentiality) will be returned to your college president and, if applicable, to the PROE team members who visited your college.

1. What is your general reaction to your college's PROE self-study?

   Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

2. a. Were the items you were asked to rate appropriate?   Yes _____   No _____
      If No, please list your suggestions for change.

   b. Are there standards for program quality that were not included? Yes_____   No _____
      If Yes, please list below your suggestion(s) for additional program standards.

3. What is your general reaction to the PROE validation visit portion of your college's self-study (if applicable)?

   Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

4. What is your reaction to the written report provided for your program?

   Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

5. What is your reaction to the Action Plan developed by your college self-study committee?

   Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____

6. Do you have any other suggestions on PROE?   Yes _____   No _____

   If Yes, please respond below. Use back of sheet and/or extra sheet if necessary.

During the PROE self-study, I participated in the following ways: (Please Check)

_____ Attended Orientation Meeting   _____ Attended Team's Oral Presentation

_____ Completed a PROE self-study
      form   _____ None of these

_____ Was interviewed by Team Member

_____
Name and Title (Optional)

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College_____

PROE
MICHIGAN COMMUNITY COLLEGES   Program(s) _____

SCHEDULE AND COORDINATING STAFF FOR PROE SELF-STUDY AND VALIDATION VISIT

Steps	Action	Planned Schedule (Weeks from Step 10)	Dates
1	College requests PROE	- 13	
2	College appoints self-study coordinator and committee	- 13	
3	Advance Planning	- 12	
4	College appoints validation team	- 12	
5	Orientation	- 10	
6	Completion of self-study instruments	- 8	
7	Self-study tabulation and analysis	- 6	
8	College completes validation schedule and sends to Site Visit Chair	- 4	
9	Validation Team visits college	- 2	
10	Written report distributed	0	
11	College completes action plan	+ 2	
12	College feedback	+ 2	
13	Assessment of action plan accomplishments	+ 1 Year	

PROE COORDINATING STAFF:

	Name	Telephone
Site Visit Chairperson		
College Self-study Coordinator		
Self-study Committee		

College Address   Team Chairperson's Address:

PROE
MICHIGAN COMMUNITY COLLEGES

PROE DETAILED VALIDATION VISIT SCHEDULE

This detailed validation visit schedule is designed for a team of three. Normally this is all that will be required for validation of a single program self-study. If it is used for a larger or smaller team, it should be modified by the team chairperson and college coordinator when they plan for the team visit.

IMPORTANT: The interviewing pattern is to be determined by the validation visit chairperson and college self-study coordinator. This form should be adapted to their requirements.

PROE DETAILED VALIDATION VISIT SCHEDULE

_____
College

_____
Program

_____
Dates

_____
Day   Date

_____ Site visit team meets for training and team organization meeting at
_____motel.

*****

_____
Day   Date

8:00 to   Overview orientation tour of campus.
8:45 A.M.   Start from _____
                              Meeting Place

Tour Host:

_____   _____
Name   Title

9:00 to   Individual Interviews (one team member interviews one key college
9:45 A.M.   representative. Also see 8:00 A.M. following day.) 1/

Room   College Representative2/   Team Member3/

_____   _____   _____
          Name   Position

_____   _____   _____

_____   _____   _____

1/   Examples: President, dean of instruction, dean of student services, occupational dean, division/department chair.

2/   To be completed by college contact prior to site visit.

3/   To be completed by team chairperson at site visit team organization meeting.

10:00 to
10:45 A.M.

Individual and/or Group Interviews (One team member interviews 1-3 college representatives; e.g., instructor-coordinators, occupational instructors, counselors, placement staff, job developers. Interviews should be held in respondents' work environments).

Room   College Representatives   Team Member

_____   Name   Position   _____

11:00 to
11:45 A.M.

Individual and/or Group Interviews (Continued. See previous instruction).

Room   College Representatives   Team Member

_____   Name   Position   _____

12:00 to 1:00 P.M.	Luncheon (typically on campus with president and key staff). Specify detail if a planned luncheon.

1:00 to
1:45 P.M.

Individual and/or Group Interviews (Continued. See previous instruction).

Room	College Representatives		Team Members
	Name	Position	

2:00 to
4:45 P.M.

Team members work on individual assignments, e.g., special interviews, examination of facilities and/or documents, visits to work stations and employers, interviews with students individually or in groups.

Assignment (See Form 4)	Team Member
Goals and Measurable Objectives	
Processes	
Resources	
Information for written report	

5:00 to
6:00 P.M.

Team members (at motel) individually fill in their parts of Form 4 and outline their perceptions of strengths and needs for improvement related to these parts.

6:00 to
7:00 P.M.

Team meets for preliminary synthesis of Form 4.

7:00 P.M.   Dinner

8:00 P.M.   Team meets for preliminary identification of major strengths and critical improvement needs for utilization in oral and written reports. Information for written report is outlined and drafting of this information begins.

*****

Day	Date

8:00 to
8:45 A.M.   Individual Interviews. (Continued. See Footnote on Page 1).

Room	College Representative		Team Member
	Name	Position	

9:00 to
12:00 P.M.   Individual Assignments (Continued. See previous instruction). Chairperson or designate completes drafting information for written narrative report.

12:00 P.M.   Luncheon (No organized luncheon).

1:00 to
2:45 P.M.   Team members meet to reach consensus on Form 4, plan details for oral report, and review draft of information for written report.

3:00 to
4:00 P.M.   PROE oral presentation. Location_____

4:15 to   Team meets to complete debriefing. Location_____

*****

Distribution

    Chairperson
    College Contact
    Michigan State Department of Education

To be reproduced by college for distribution to each team member at organization meeting unless otherwise specified by chairperson.

ARRANGEMENTS CHECK-OFF LIST

1. Hotel Accommodations for Team

    a. Request commercial or "state" rates.

    b. Two nights (i.e., site visit Tues.-Wed., 12/5 & 6, reserve rooms for Monday-Tuesday, 12/4 & 5).

    c. Room arrangements preferred: Singles for each team member, plus suite for chairperson for use as meeting room; or, all singles, plus conference room. (If unavailable, next best thing). Specify below. In all cases, rooms should be in close proximity.

    d. Make all reservations in name of college to be visited and guarantee late arrival.

    Number of rooms required: Chairperson's accommodations plus _____ singles.

    Number of rooms reserved _____ singles @ $_____, including tax; and

    _____ @ $_____, including tax.

    Hotel_____Phone (   )_____

    Address_____

    Nearest Airport_____

    Transportation available from airport to hotel: (Specify type and rate)_____

2. College Secretarial Contact During Site Visit (Should be someone able to take messages for team members and locate them during site visit if necessary).

Name	Office	Phone

3. Information Materials Required

    Person at college responsible for preparing materials for mailing and for team meeting room:

    Name_____Phone_____

    a. To be mailed direct to each team member, upon receipt.

	Team	
College Catalog	____	* (Enter number of members)
Program Curriculum	____	
Class Schedule	____	
Campus and Community Maps	____	
Parking Permits	____	
Staff & Enrollment Forms	____	
College Voc. Ed. Plan	____	

    b. To be available for team review in team meeting room on campus. (Single copies only).

    Budget

    Advisory Committee Minutes

    Faculty Handbook

    Organizational Chart

    Campus/district telephone book

    List of advisory committee members and telephone numbers.

    Other_____

    _____

    _____

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