



**PASCO-HERNANDO COMMUNITY COLLEGE
PROGRAM REVIEW TEMPLATES
FOR
EDUCATIONAL PROGRAMS
COMMUNITY/PUBLIC SERVICE**

- Part I: Program Cover Sheet**
- Part II: Introduction to the Process
 Program Description**
- Part III: Program Self-Assessment**

Part I: Program Cover Sheet

Date Self-Assessment Submitted to Institutional Research:

Division/Department:

Name of the Program Unit:

Program Review Task Force Committee Members:

_____, Chair
Name and Position

Name and Position

Name and Position

Name and Position

Name and Position

Program Unit Members Participating in the Program Assessment Process

Name and Position

Name and Position

Name and Position

Name and Position

Part II: Introduction and Program Description

Introduction to the Process

The overall purpose of program review is to assess each administrative and educational program's quality and effectiveness, to stimulate program planning and improvement, and to encourage program/planning unit development in strategic directions that continue to reflect the College's mission. It is a systematic process for the collection, analysis, and interpretation of data concerning a program and its services. Validated recommendations for each program will be linked and incorporated into the program's planning process.

Effective program review results in the following outcomes:

- **Opportunity for program assessment, analysis, and change** – Program review ensures that each program and service systematically evaluates its strengths, weaknesses, and progress, and this process lays the foundation for the development of plans and priorities for the program.
- **Integrated, college-wide planning** – Recommendations derived from program review are systematically integrated into the plans and budget requests for the various educational and administrative areas. Follow-up reports/activities provide an additional mechanism for assessing the ongoing needs of a unit.
- **Informed College decision-making** – Program review provides a base of knowledge and shared understandings that contribute to the College's shared-decision making processes, including the setting of program priorities.
- **Increased Communication** – Program review is fundamentally a process of communication within the programs and between programs. Program review is a catalyst for fostering communication.
- **Accountability** – The commitment represented by this effort provides important assurance to the Florida Department of Education, the Southern Association of Colleges and Schools, and the District Board of Trustees that the College is evaluating itself and striving for continuous improvement.

All reviews will be completed in a five-year cycle. A review will be conducted by a Task Force composed primarily of individuals outside the unit under review. The Chair will be a full-time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit, as well as opportunities and potential threats, as guided by empirical evidence. From this analysis, the Task Force will develop, as appropriate, a list of recommendations for improvement. For academic areas, a judgment will also be made regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequent to publication of the Program Review Report, follow-up reports will be conducted as needed to address any recommendations made by the task force. Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning Online (SPOL) system.

Program Unit Description

Provide a brief description of the program unit undertaking the review process, including the department/division to which it belongs and listing other programs within the same department. Note any sub-units of the program under review.

Include College's Organization Chart. Highlight the program unit on the organizational chart

Part III: Program Self-Assessment

1. Standard One: Program Purpose

The program, in support of its purpose and goals, develops and implements a system of planning and evaluation to determine its effectiveness and assure continuous program improvement.

1. Outcomes Related to Program Purpose	DATA SOURCE	YES	TO SOME DEGREE	NO	N/A
1.1 The program has a Statement of Purpose that defines its purpose and scope in relation to student learning outcomes.					
1.2 The program's Statement of Purpose is consistent with that of the division and institution.					
1.3 The program's Statement of Purpose, goals, and student learning outcomes are readily available to students, faculty, administrators, and the general public.					
1.4 The program develops and implements an assessment plan which reflects its purpose and goals and includes objectives, assessment measures and benchmarks, progress/status reports, outcome results, and Use of Results, all of which relate to student learning.					
1.5 The program solicits, analyzes, and uses feedback from its key constituents in drafting its goals and assessing the achievement of its stated objectives.					
1.6 The program periodically evaluates its mission, goals, objectives, and assessment plan and makes revisions to assure continuous quality improvement.					
1.7 The program's assessment plans include specific objectives in support of the College's Quality Enhancement Plan (QEP).					

Findings: Indicate the findings regarding each outcome noted above.

- 1.1 Provide a statement of the program's purpose and goals.*
- 1.2 Indicate how the program's purpose and goals align with divisional and institutional mission and goal statements.*
- 1.3 Describe how the program makes its purpose and goal statements available to its constituents. Provide a copy of materials or reference electronic sources.*
- 1.4 The assessment plan should incorporate the program's objectives in order to achieve desired outcomes. Objectives should relate directly or indirectly to student learning outcomes. The plan should also include assessment measures and benchmarks. Progress toward the achievement of each objective should be documented through the use status reports. End results should be noted, together with the "Use of*

Results,” a description of the impact of results on the college community and the influence of those results on future planning.

Indicate if the program’s current, yearly assessment plan is incorporated in PHCC’s Strategic Planning Online (SPOL) system or provide alternate documentation.

- 1.5 Feedback: Identify the program’s key constituents (students, faculty, staff, other institutional program units, members of the community, etc.).*

Provide representative samples of appropriate meeting minutes, surveys, and evaluations from constituent program groups, including any external advisory group, committee, board, etc.

Indicate how the program uses such data to identify areas of improvement.

Provide examples of changes that have resulted from this assessment process and discuss how these changes have led to program improvement.

- 1.6 Indicate the process and timetable by which the program revises its mission, goals, and assessment plan.*

- 1.7 If applicable, indicate which specific objectives in the program’s assessment plan support the College’s QEP.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

2. Standard Two: Teaching and Learning--Student Learning Outcomes

Student learning is demonstrated through the achievement of prescribed student learning/program specific educational outcomes.

2. Teaching & Learning: Student Learning Outcomes	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
2.1.1 Student Learning/Program Specific Outcome 1					
2.1.2 Student Learning/Program Specific Outcome 2					
2.1.3 Student Learning/Program Specific Outcome 3					
2.1.4 Student Learning/Program Specific Outcome 4					
2.1.x Student Learning/Program Specific Outcome 5					
2.2 Performance rates for students in the program are consistent with program and institution goals.					

Findings: Indicate the findings regarding each outcome noted above.

2.1.1-2.1.x

In this section, identify student learning and program specific outcomes that are currently being assessed, the ways in which outcomes are assessed, and the results of the assessment process:

- a. *Indicate intended Program-Level Student Outcomes. AA program review should include all General Education student learning outcomes; all other program reviews should indicate program specific learning outcomes.*

For Workforce Education (AS/AAS/Certificate) Programs: Do program-level outcomes align with the standards indicated in DOE curricula frameworks? Note any discrepancies.
 - b. *Indicate courses/experiences through which students demonstrate their proficiencies. Are course-based learning outcomes aligned to accomplish program-level outcomes? Note any discrepancies in alignment.*
 - c. *Indicate measures of assessment (how students will demonstrate specific proficiencies) and applicable benchmarks.*
 - d. *Indicate assessment data results.*
 - e. *Analysis: Based on an analysis of the results, what is the percentage of students who achieve the intended outcomes?*
- 2.2 *Discuss other indicators of student performance such as average GPA, student honors, scholastic awards and recognitions, state exam pass rates, licensure exam pass rates, etc.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

3. Standard Three: Curriculum

The curriculum is updated and aligned to allow students to meet program and course student learning outcomes.

3. Outcomes Related to Curriculum	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
3.1 Master Course Outlines containing course descriptions, student learning/program specific outcomes and course objectives are available for all courses and are up-to-date and accurate.					
3.2 (For AAS, AS, and PSAV programs): Program content is consistent with DOE curriculum frameworks.					
3.3 (For AAS, AS, and PSAV programs): Course content is consistent with DOE curriculum frameworks.					
3.4 (For AAS, AS, and PSAV programs as applicable): Program content aligns with accreditation standards of the pertinent external accreditation agency.					
3.5 (For AAS, AS, and PSAV programs as applicable): Course content aligns with accreditation standards of the pertinent external accreditation agency.					
3.6 For AS programs: General education course curricula effectively complement Workforce Education curricula.					
3.7 (For AAS, AS, and PSAV programs): Course offerings and content reflect current business and industry needs.					
3.8 The assessment of student learning outcomes is a factor in determining curriculum design.					
3.9 The content of e-learning courses is comparable to that of corresponding classroom-based, "traditional" courses.					

Findings: Indicate the findings regarding each outcome noted above.

3.1 Are Master Course Outlines comprehensive and up to date? Note any deficiencies.

3.2 AAS/AS degree, college-level certificate, PSAV certificate programs: Review curriculum frameworks for prescribed program content. Note and address any discrepancies.

3.3 AAS/AS degree, college-level certificate, PSAV certificate programs: review curriculum frameworks for prescribed course content. Note and address any discrepancies.

3.4 Does program content reflect all external agency accreditation standards? Discuss your findings, providing the latest external agency accreditation review status as regards program content.

3.5 Does course content reflect all external agency accreditation standards? Discuss your findings, providing latest external agency accreditation review status as regards course content.

- 3.6 *Do the General Education courses required for AS degree completion complement the career/technical curriculum offered? Note instances where course curricula may need to be expanded to provide additional opportunities for students to attain the necessary student learning outcomes.*
- 3.7 *Identify course curricula specifically designed to reflect business and industry needs and future trends. How often is course curricula reviewed? Note instances in which curricula redesign is needed in order to keep current with standard practices.*
- Describe any major curriculum revisions during the last five years. Briefly discuss factors leading to these decisions.*
- 3.8 *Provide examples of student learning outcome analysis that has led to changes in curricula. Note instances where course redesign may be warranted in order to achieve the prescribed learning outcomes.*
- 3.9 *Review the content of any e-learning (web-based, hybrid, web-enhanced) courses offered in the program in cases where such content is also provided via traditional classroom delivery. Note significant content discrepancies and actions taken to align course content accordingly.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

4. Standard Four: Teaching and Learning--Student Enrollment Profile

The program recruits and enrolls a diverse population of students who persist and complete their educational goals.

4. Outcomes Related to Student Enrollment	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
4.1 Student enrollment represents the diversity of populations served in the community.					
4.2 Enrollment data indicate a stable or growing student population which meets or exceeds student and community needs.					
4.3 The retention rate for students in the program is consistent with program and institutional goals.					
4.4 Completer rates for students in the program are consistent with program and institutional goals.					
4.5 New student enrollment in the program is promoted through the implementation of planned recruitment activities and up-to-date recruitment materials.					
4.6 (Limited Access Programs): Special admission requirements are formulated and reviewed on a timely basis.					

Findings: Indicate the findings regarding each outcome noted above.

4.1 *Indicate student demographics, considering such factors as: total headcount by program/sub-unit; full and part-time status; gender; ethnicity, age; residency status; day/evening enrollment; financial aid recipients; and special populations. Identify any distributions that appear to fall outside of the norm for the institution as a whole and discuss the factors involved.*

4.2. *Indicate the program's full-time equivalencies (FTE) for the last five years. Discuss any trend data.*

4.3- *Respond to Items 4.3 and 4.4 by completing the following table. Discuss any trend data as indicated for the most recent five year span.*

Year	# Starting In Cohort	# Completing In 1 yr.	# Completing In 2 yrs.	# Completing In 3 yrs.	# Completing In 4 yrs.	# Completing In 5 or more yrs.

- 4.5 *Discuss recruitment activities and materials specifically geared to recruit students for the program. Do you anticipate any trends in new student enrollment in the next five years? Discuss any future recruitment plans in reaction to such estimates.*
- 4.6 *If applicable, explain the rational and justification for any special admission requirements. Note if requirements are based on Florida statute or administrative rules. What is the time cycle for review of any special admission requirements and when were they last reviewed?*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

5. Standard Five: Teaching and Learning--Faculty Profiles

Faculty have attained the necessary teaching qualifications, and have augmented those credentials through continuous training, scholarship, service, and professional development activities, to deliver efficient and effective instruction.

5. Outcomes Related to Faculty Profiles	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
5.1 All full-time faculty members meet or exceed the teaching qualifications required by SACS.	Faculty Folders/CSRS Approval to Teach Module				
5.2 All part-time faculty members meet or exceed the teaching qualifications required by SACS.	Faculty Folders/CSRS Approval to Teach Module				
5.3 The full-time to part-time faculty ratio is adequate to allow effective teaching and learning.					
5.4 The student/faculty ratio is adequate to allow effective teaching and learning.					
5.5 Faculty members participate in scholarship and community service activities.					
5.6 Faculty members participate in staff and program development activities.					
5.7 Faculty training in the use of technology is at a level that meets instructional delivery needs.					
5.8 Faculty overload hours are maintained at a level that allows effective teaching and learning.					
5.9 Courses in the program conform to the institution's standard class size guidelines.					
5.10 Instructional effectiveness is maintained at a level that meets or exceeds program teaching and learning outcomes.					
5.11 Student evaluations of faculty members are used to enhance instructional effectiveness.					

Findings: Indicate the findings regarding each outcome noted above.

- 5.1 *Faculty credentials: Do all full-time faculty members meet SACS credentialing guidelines? (Division Dean will verify that all personnel files have been checked.) Additional indicators of faculty qualifications: licensures, professional memberships, certifications, etc.*
- 5.2 *Faculty credentials: Do all part-time faculty members meet SACS credentialing guidelines? (Division Dean will verify that all personnel files have been checked.) Additional indicators of faculty qualifications: licensures, professional memberships, certifications, additional years of education beyond the minimum requirements, etc.*
- 5.3 *Identify the full-time/part-time faculty ratio for the program unit for the most recent academic year.*
- 5.4 *Identify the student/faculty ratio for the program unit for the most recent academic year. Note if there are regulatory mandates regarding this ratio.*

5.5 *Provide examples of faculty scholarship and community service activities during the last five years:*

- (1). *Scholarship: Publications, presentations, attendance at professional conferences, positions held in professional organizations, other scholarly activities as appropriate.*
- (2). *Community Service: Overall service activity (local, state, national, international, university service).*

5.6 *Provide examples of significant Staff and Program Development activities that faculty have been involved in over the last five years.*

5.7 *Is the level of faculty training in the use of technology sufficient to meet instructional delivery needs? Discuss your findings.*

5.8 *Provide the average overload hours for Fall and Spring semesters for the last three to five years. Note the percentage of full-time faculty teaching overload.*

5.9 *Do courses in the program conform to PHCC's standard class size guidelines? Discuss any significant discrepancies in class size.*

5.10 *Indicate levels of teaching effectiveness, using such measures as student evaluations, student success rates (course completers, grade distributions), teaching awards and recognitions, etc.*

5.11 *Are student evaluations of faculty conducted on a timely, periodic basis? Is feedback communicated to faculty members in a way that enhances instructional effectiveness? Discuss the feedback process.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

6. Standard Six: Service and Support

Administrative, managerial, and support staff positions are clearly identified and delineated as to number, roles, responsibilities, and qualifications in support of the program's mission and goals.

6. Outcomes Related to Service and Support	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
6.1 The scope of duties of administrative/managerial positions within the program unit is sufficiently identified and defined to meet service and support outcomes.	GroupWise Shared Folder: Job Descriptions				
6.2 The scope of duties of support positions provided to the program unit is sufficiently identified and defined to meet service and support outcomes.	GroupWise Shared Folder: Job Descriptions				
6.3 Qualifications required for all positions are sufficient to meet service and support outcomes.	GroupWise Shared Folder: Job Descriptions				
6.4 The number of administrative, managerial, and support positions assigned to the program is sufficient to meet service and support outcomes.					
6.5 Administrators and staff participate in professional and community service activities.					
6.6 Administrators and staff participate in staff and program development activities.					
6.7 Staff training in the use of technology meets or exceeds service and support needs.					
6.8 Program policies and procedures (as noted in Board Rules and Internal Management Memoranda) are clearly delineated.					
6.9 Program operating procedures (as noted in internal program documentation) are clearly delineated so as to ensure efficient daily operations.					

Findings: Indicate the findings regarding each outcome noted above.

6.1 List the administrative/managerial positions assigned to the program unit. If there are no positions dedicated solely to the unit, briefly indicate those administrative positions external to the unit but providing leadership.

Provide a current job description for each position. Does each job description accurately reflect the duties of the position? Discuss any inconsistencies.

6.2 List the support staff positions assigned to the program unit. Provide a current job description for each position. Does each job description accurately reflect the duties of the position? Discuss any inconsistencies.

6.3 Indicate whether the minimum qualifications required for each position correlate to the level and scope of the responsibilities of each position. Note any discrepancies and recommend the necessary revisions.

6.4 If additional administrative, managerial, or support staff positions are needed, indicate which positions and describe the functions that would be supplied. Provide a

rationale for adding these positions by noting current service and support weaknesses and explaining how additional positions would enhance service and support outcomes.

6.5 Professional and Community Service Activities

(1). Professional: Publications, presentations, positions held in professional organizations, attendance at professional conferences, other professional activities as appropriate, etc.

(2). Community Service: Overall service activity (local, state, national, international, university service).

6.6 *Provide examples of significant Staff and Program Development activities that administrative/managerial and support staff have been involved in over the last five years. Note any programmatic weaknesses in staff development and identify any opportunities.*

6.7 *Does the level of staff training in the use of technology meet service and support needs? If so, describe instances of technological processes in use. If not, describe additional training needs.*

6.8 *Identify policies and procedures indicated in District Board of Trustees Rule and/or Internal Management Memoranda (IMM) which pertain to your program unit. Indicate the means by which these materials are made available to program members.*

6.9 *Identify written sources of program operational procedures. Are procedures clear and comprehensive? Indicate when procedures were last reviewed. Indicate the means by which these materials are made available to program members.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

7. Standard Seven: Financial Resources

The program has sufficient financial resources to sustain and encourage growth, to meet its instructional objectives, and to assure the attainment of student learning outcomes.

7. Outcomes Related to Financial Resources	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
7.1 The program budget manager has the opportunity to analyze the budget allocation for instructional positions and provide recommendations and feedback.					
7.2 The program budget manager has the opportunity to analyze the budget allocation for administrative and staff positions and provide recommendations and feedback.					
7.3 The program budget manager has the opportunity to analyze the budget allocation for materials and supplies and provide recommendations and feedback.					
7.4 The program budget manager has the opportunity to analyze the budget allocation for capital equipment and provide recommendations and feedback.					
7.5 The program participates in grant and other external revenue opportunities as available.					
7.6 Process improvements are being made to ensure effective financial resource management.					

Findings: Indicate the findings regarding each outcome noted above.

- 7.1 *Indicate the program unit's budget for instructional positions for the last five years. Does the program's budget manager have the opportunity to review allocations for instructional positions and make budget recommendations based upon an analysis of program trends? Provide examples that relate to this process.*
- 7.2 *Indicate the program unit's budget for administrative and staff positions for the last five years. Does the program's budget manager have the opportunity to review allocations for administrative and staff positions and make budget recommendations based upon an analysis of program trends? Provide examples that relate to this process.*
- 7.3 *Indicate the program unit's budget for materials and supplies for the last five years. Does the program's budget manager have the opportunity to review allocations for material and supplies and make budget recommendations based upon an analysis of program trends? Provide examples that relate to this process.*
- 7.4 *Indicate the program unit's budget for capital equipment for the last five years. Does the program's budget manager have the opportunity to review allocations for capital equipment and make budget recommendations based upon an analysis of program trends? Provide examples that relate to this process.*

- 7.5 *Indicate grants the program has received or applied for in the last five years. Indicate external revenue opportunities the program has taken advantage of in the last five years.*
- 7.6 *Note any process improvements that have been made in the last five years that have positively impacted financial resource management. If possible, discuss estimated cost savings.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

8. Standard Eight: Facilities

Program facilities meet or exceed the level of utility needed to insure that safety and security standards are met and that instruction is delivered in an environment optimized to enhance student learning.

8. Outcomes Related to Facilities	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
8.1 Classroom facilities and laboratory areas meet or exceed the level of utility needed to attain the desired instructional outcomes in regard to the following factors: A. Arrangement/layout B. Services (electrical, plumbing, etc.) C. Maintenance services. D. Safety aspects. E. Security F. Heating and ventilation. G. Lighting H. Acoustics I. Accommodations for students with disabilities. J. Storage					
8.2 The program manager has the opportunity to provide recommendations regarding the functional design of classroom and laboratory space.					
8.3 Program growth trends are a factor in determining future facility needs.					

Findings: Indicate the findings regarding each outcome noted above.

8.1 *Briefly describe the adequacy of the facilities in terms of the factors indicated. Note any deficiencies.*

8.2 *As part of the building and renovation process, does the program manager have an opportunity to make recommendations regarding the functional design of classroom and laboratory space? Note examples of this process.*

8.3 *Is program growth a consideration in determining future facility needs? Briefly describe aspects and examples of the planning process.*

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

9. Standard Nine: Materials, Supplies, and Equipment

The program has sufficient materials, supplies, and equipment resources to assure effective instructional delivery, meet service and support needs, and assist in the attainment of student learning outcomes.

9. Outcomes Related to Materials, Supplies, and Equipment	SOURCES OF INFORMATION	YES	TO SOME DEGREE	NO	N/A
9.1 Instructional materials are adequate to allow students to meet or exceed the desired learning outcomes.					
9.2 Consumable supplies are provided that meet or exceed instructional and service needs.					
9.3 Instructional materials are available to allow students with disabilities to participate fully in instructional activities.					
9.4 Libraries/learning resource centers are available and accessible to all students.					
9.5 Library instructional materials are up-to-date and relevant to the program curriculum.					
9.6 The technology resources and equipment available are commensurate with up-to-date instructional design needs and allow students to meet or exceed the desired learning outcomes.					
9.7 Technology resources and equipment are available to students at all instructional sites.					
9.8 Technology resources and equipment are accessible to students with disabilities.					
9.9 (For AAS/AS, and PSAV programs): Equipment used in the program reflects current business and industry practices and needs.					
9.10 All equipment meets safe operational standards.					
9.11 Inoperable equipment is repaired/replaced in a timely manner.					
9.12 Laboratory and special additional fees accurately reflect program expenses.					
9.13 Future equipment needs have been included in the program's strategic planning.					

Findings: Indicate the findings regarding each outcome noted above.

Discuss findings for each of the indicators noted above.

Recommendations for Change

Conclude this section by providing a bulleted list of recommendations based upon an analysis of the findings noted above.

10. Additional Outcomes/Indicators of Program Contributions and Achievements

Provide information regarding any additional indicators of program quality not previously discussed. Possible areas to discuss may include but are not limited to:

1. Program Viability

If not supported by student enrollment figures, provide other trend data indicating that the program viability remains sound.

2. Technology

Describe the program's use of technology to enhance learning and how the program uses technology to provide options to time/place bound learners.

3. Contributions to Diversity

Describe the program's efforts and progress toward promoting diversity of faculty and students.

4. Accreditation Status

Is accreditation available for this program? If so, and the program is not accredited, then why?

5. Program Articulation

Describe any articulation agreements in which the program is involved.

6. Market Demands and Completer Placements

AAS/AS, College Certificate, PSAV Certificate Programs: Discuss market demands in the program's field and completer placement into the field's job market.

11. Factors Inhibiting Program Achievement and Contribution:

Discuss any factors that have prevented or impeded the program from achieving its goals as reflected in the Strategic Planning Online system (SPOL).

12. Recommendations for Change:

Provide a brief summary of the recommendations for change that have been noted at the end of each section of the program self-assessment. These recommendations will be reviewed by the Task Force in its analysis and response to the findings indicated throughout this report.