

## Guidelines for Academic Program/Discipline Review

These guidelines were revised during the 08-09 academic year, with review solicited and input incorporated from the 2006 Program Review Committee, the Dean of Instructional Support, the Director of Institutional Effectiveness, the Division Deans, the Deans of Instruction, the Educational Advisory Council, the Learning Assessment Council, all Subject Area Committee Chairs, and all full time and part time Faculty. They were approved by the Vice President of Academic and Student Affairs on May 28, 2009.

### Purpose of Program Review

- Inform the college community about a program or discipline.
- Give Subject Area Committees (SACs) an opportunity to study specific topics related to the enhancement of student learning.
- Provide a forum for each SAC's findings to be communicated to Administration, during which the SAC and Administration can explore and determine ways to address the recommended improvements (including timelines and "check-in" points between reviews).
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

### Program/Discipline Review Expectations:

- Reviews will be prepared at least every five years. Career and Technical Education programs may work out some degree of synchrony with external accreditation cycles.
- SACs will have access to various profiles (demographic, enrollment, and student success, [http://www.pcc.edu/ir/program\\_profiles/index.html](http://www.pcc.edu/ir/program_profiles/index.html)) and are encouraged to seek additional data as deemed useful from the Office of Institutional Effectiveness.
- SACs will prepare a written report, which will include a narrative section (generally between 10 and 20 pgs), along with appendices as deemed appropriate to support the narrative. The primary audience is intended to be SAC members, PCC administrators, Northwest Commission on Colleges and Universities representatives, and Advisory Committee members.
- A Presentation/Discussion meeting will be held to provide an opportunity for the SAC to showcase program accomplishments as well as challenges, and engage administrators in discussion relating to future directions. The agenda is designed by the SAC, and will generally involve several (if not all) SAC members, appropriate administrators (Vice President for Academic and Student Affairs, Campus Presidents, Deans of Instruction, Deans of Student Development, Division Deans, Director of Institutional Effectiveness), and other attendees as desired by the SAC. Some SACs choose to invite other stakeholders, such as Advisory Committee members, Administrators/Faculty from other disciplines, and/or students.
- An Administrator (DOI, DOSD or Division Dean) will make note of questions, comments or agreements that arise out of the meeting. At the end of the presentation, the group will agree on the timeframe for the administrative response.
- The Dean of Instructional Support will post the written report and the Administrative response on the program review web site.

## Suggested Program/Discipline Review Outline:

The following outline provides a framework for construction of a review. All of the questions below should be addressed, but it is understood that some will be emphasized more than others, depending on the nature of the SAC's activities, initiatives, interests and concerns. Each SAC is encouraged to include additional topics or information as desired.

1. Program/Discipline Goals
  - A. What are the educational goals/objectives of this program/discipline? Have they changed since the last review, or are they expected to change in the next five years?
  - B. Place the Program/Discipline within the context of the institution. Describe how the college's Mission, Values and Goals are addressed  
[http://www.pcc.edu/ir/edumasterplan/PCC\\_VMG\\_Feb2008.pdf](http://www.pcc.edu/ir/edumasterplan/PCC_VMG_Feb2008.pdf)
2. Curriculum: reflect on the learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.
  - A. Evaluate the curriculum using national and/or professional program/discipline guidelines where available.
  - B. Identify and explain changes that have been made to course content and/or course outcomes since the last review.
  - C. Assessment of course outcomes:
    - i. Are assessments that address the course outcomes described in the Course Content and Outcome Guides (CCOGs)?
    - ii. Describe evidence that students are meeting course outcomes.
    - iii. Identify/give examples of assessment-driven changes made towards improving attainment of course-level outcomes
  - D. Assessment of College Core outcomes
    - i. Describe how courses in the program/discipline address the College Core Outcomes. <http://www.pcc.edu/resources/academic/core-outcomes/index.html>
    - ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate. <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>.
    - iii. What strategies are used to determine how well students are meeting the College Core outcomes?
    - iv. Describe evidence that students are meeting the Core outcomes
    - v. Describe changes made towards improving attainment of the Core outcomes.
  - E. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?
  - F. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g. Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning)? If so, please describe.

3. Needs of Students and the Community: are they changing?
  - A. What is the effect of student demographics on instruction, and have there been any notable changes since the last review?
  - B. Has feedback from students, community groups, transfer institutions, business and industry or government been used to make curriculum or instructional changes? If so, describe.
  - C. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program or discipline.
  - D. What strategies are used within the program/discipline to facilitate access and diversity?
  
4. Faculty: reflect on the composition, qualifications and development of the faculty
  - A. Provide information on
    - i. Rationale for the size, distribution and composition of the faculty in the subject area.
    - ii. Quantity and quality of the faculty needed to meet the needs of the program/discipline.
    - iii. Extent of faculty turnover and changes anticipated for the future.
    - iv. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.
    - v. How the faculty composition reflects the diversity and cultural competency goals of the institution.
  - B. Report changes the SAC has made to instructor qualifications and the reason for the changes. <http://www.pcc.edu/resources/academic/instructor-qualifications.pdf>
  - C. How have professional development activities of the faculty contributed to the strength of improvements? If such activities have resulted in instructional or curricular changes, please describe.
  
5. Facilities and Support
  - A. If classroom space, computers/technology and library/media, laboratory space and equipment impact success, please describe.
  - B. Describe how students are using the library or other outside-the-classroom information resources.
  - C. Provide information on clerical, technical, administrative and/or tutoring support.
  - D. Provide information on how Advising, the Office for Students with Disabilities and other student services impact students.
  - E. Describe current patterns of scheduling (such as class size, duration, times, location, or other) address the pedagogy of the discipline and the needs of students.
  
6. CTE Programs only : to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.
  - A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes.

- B. Degree and Certificate Outcomes:
  - i. Identify and explain any changes that have been made to degree and certificate learning outcomes since the last program review  
<http://www.pcc.edu/resources/academic/degree-outcome/> .
  - ii. What strategies are in place to assess degree and certificate outcomes?
  - iii. Give evidence that students are meeting these outcomes.
  - iv. Describe any changes made towards improving attainment of the degree and/or certificate outcomes.
- C. Review job placement data for students over the last five years, including salary information where available.
- D. Forecast future employment opportunities for students.
- E. Analyze any barriers to degree or certificate completion that your students face, and consider the reason that students may leave before completion.

7. Recommendations for improvement

- A. Assess the strengths in your program/discipline.
- B. Identify the areas in need of improvement.
- C. Given the above analysis and other findings of the SAC,
  - i. prepare a set of recommendations relevant to areas such as curriculum and professional development, access and success for students, obtaining needed resources, and being responsive to community needs.
  - ii. For recommendations that require additional funding , please identify those that are of greatest importance to the SAC