Academic Program/Discipline Review
Outline and Logistics for Reviews in the 2011-2012 Academic Year

The following outline was revised during the 2008-09 academic year, with review and recommendations from the broad academic leadership of the college, and approved by the Vice President of Academic and Student Affairs on May 28, 2009.

The 2010 revision puts additional emphasis on the documentation of assessment as a result of the April 2010 Interim Accreditation Visit and Report by the Northwest Commission on Colleges and Universities. The report stipulated that PCC must document “hasten its progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.” (Standard 2.B.2 and 2.B.3)

Purpose of Program/Discipline 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 Outline:

SACs will use the following outline in the construction of the written review. Additional topics or information may be added as desired.

1. Program/Discipline Overview:
   A. What are the educational goals or objectives of this program/discipline, and how do they compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?
   B. What changes have been made as a result of the last program review?
2. Curriculum: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

   A. Addressing Course-Level Outcomes: Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes. Where sequences exist, also include assessment-driven changes to those sequences. (CTE programs may address this in section 6).

   B. Addressing College Core Outcomes

      i. Describe how the College Core Outcomes are addressed in courses, and/or aligned with program and/or course 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]

   C. Assessment of College Core Outcomes (Note: for Career and Technical Education (CTE) programs, assessment of Core Outcomes that have been mapped into the Degree and Certificate outcomes may be addressed in that section 6B instead). This section may refer to, include or summarize the results of annual Core Outcomes assessments carried out over the last 5 years.

      i. Describe the strategies that are used to determine how well students are meeting the College Core outcomes

      ii. Summarize the results of assessments of these outcomes (SACs may refer and/or link to the Annual Reports, but work should be summarized here.)

      iii. Identify and give examples of assessment-driven changes that have been made to improve students’ attainment of the Core Outcomes.

   D. To what degree are courses offered in a Distance modality? Have any significant revelations, concerns or questions arisen in the area of DL delivery?

   E. 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, Honors, etc)? If so, please describe.

   F. Identify and explain any other significant changes that have been made to course content and/or course outcomes since the last review.

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. Describe current and projected demand and enrollment pattern. Include discussion of any impact this will have on the program/discipline.

   C. What strategies are used within the program/discipline to facilitate access and diversity?
D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (not been addressed elsewhere in this document)? If so, describe.

4. Faculty: reflect on the composition, qualifications and development of the faculty
   A. Provide information on
      i. Quantity and quality of the faculty needed to meet the needs of the program/discipline.
      ii. Extent of faculty turnover and changes anticipated for the future.
      iii. Extent of the reliance upon adjunct faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.
      iv. How the faculty composition reflects the diversity and cultural competency goals of the institution.
   B. Report any 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 the program? If such activities have resulted in instructional or curricular changes, please describe.

5. Facilities and Support
   A. Describe how classroom space, computers/technology and library/media, laboratory space and equipment impact student success.
   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 program/discipline and the needs of students.
6. For Career and Technical Education (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 [From the 2010 Interim Accreditation report: the college must show “progress in demonstrating, through regular and systematic assessment, that student who complete their programs have achieved the intended learning outcomes of degrees and certificates.”]

   This section may refer to, include or summarize the results of annual assessments carried out over the last 5 years.

   i. List your degree and certificate student learning outcomes, and identify the strategies that are in place to assess them
   
   ii. Summarize the results of the assessments of these outcomes.
   
   iii. Identify and give examples of assessment-driven changes that have been made to improve students’ attainment of degree and certificate outcomes.

   C. Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students.

   D. Analyze any barriers to degree or certificate completion that your students face, and consider the reason that students may leave before completion.

   E. Describe and explain any additional changes (not already addressed above) that have been made to the program since the last program review.

7. Recommendations

   A. Identify recommendations related to teaching and learning based on assessment of student learning outcomes (course, degree, certificate and/or College Core Outcomes)

   B. Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources, and being responsive to community needs. (For recommendations that require additional funding, please identify those that are of greatest importance to the SAC)
Program/Discipline Review Logistics:

- 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.

- Workshops will be held once each term to assist SACs embarking on or in the midst of their Program Review preparation. Participation by one or more SAC representatives in at least one workshop is expected.

- SACs will prepare a written report, which will include a narrative section (generally between 15 and 30 pgs) following the 7-point outline above, 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, Division Deans, Director of Institutional Effectiveness and others as appropriate), and other attendees as desired by the SAC. Some SACs choose to invite different sets of stakeholders, such as Advisory Committee members, Administrators/Faculty from other disciplines, and/or students. The SAC is responsible for securing a room for the presentation, and relaying that information to the Dean of Instructional support, so that other administrators can be informed.

- SACs will submit an electronic version of the report one week prior to the schedule Presentation/Discussion Meeting, so that it can be distributed to the appropriate administrators. The report must be in one file (Word or PDF), and sent to the Dean of Instructional Support.

- An Administrator (DOI 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 Program/Discipline Review and the Administrative Response on the Program/Discipline review website: [http://www.pcc.edu/resources/academic/program-review/index.html](http://www.pcc.edu/resources/academic/program-review/index.html)