Academic Program/Discipline Review

Outline and Logistics for Reviews Presenting in the 2014-15 Academic Year

Purpose of Program/Discipline Review

- Inform the college community about a Career and Technical Education (CTE) program or Lower Division Collegiate (LDC) and Developmental Education 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 for follow-up actions 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, including sub-sections identified by the outline numbers , 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? How do these 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. Please summarize changes that have been made since the last review.

    C. Were any of the changes made <u>as a result of</u> the last review? If so, please describe the rationale and result.

2. Outcomes and Assessment: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

    A. <u>Course-Level Outcomes</u>:   Identify and give examples of changes made in instruction to improve students' attainment of<u> course</u> outcomes that were made <u>as a result of</u> assessment of student learning. Where key sequences exist (for example, MTH, WR, RD,

ESOL) also include information about any assessment-driven changes to improve student success at each level.

B.   Addressing College Core Outcomes

   i.   Describe how each of 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. Update the Core Outcomes Mapping Matrix.
http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html
(You can copy from the website and paste into either a Word or Excel document to do this update).

   For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. The SAC should consider the Core Outcomes in the context of the discipline/program. Suggestions of how the Core Outcomes might be demonstrated are offered as sample level indicators for each Core Outcomes (see link in Bi). More appropriate indicators for your program or discipline may need to be developed by the SAC.

   In addition, please note with a single asterisk courses in which these outcomes have been intentionally assessed as part of the SACs annual assessment work, and a double asterisk courses in which these outcomes are expected to be a part of every faculty member's routine student evaluation/grading.

C.   For Lower Division Collegiate (Transfer) and Developmental Education Disciplines:
Assessment of College Core Outcomes   (*note: provide a link to the full text of your annual reports, and summarize them here*).

   For each of the College Core Outcomes:

   i.   **Briefly describe the assessment design and processes** that have been used to determine how well students are meeting the College Core Outcomes

   ii. Summarize the **results of assessments of the Core Outcomes**

   iii. Identify and **give examples of changes** that have been made to improve students' attainment of the Core Outcomes that are based on the results obtained from assessment.

   For Career and Technical Education Programs: Degree and Certificate Outcomes

   i.   **List your degree and certificate student learning outcomes**, showing the alignment with the college core outcomes, and **identify the strategies** that are in place to assess the degree and certificate outcomes. (Feel free to use the Plan prepared in Fall 2013, updated as appropriate.)

   The following three questions are essentially the same as are asked for in the Annual Assessment report. Please provide a link to those, and summarize the results here

ii. **Briefly describe the assessment design and processes** that are used to determine whether students have met the outcomes of their degree or certificate.

iii. Summarize the **results of the assessments of these outcomes**.

iv. Identify and give **examples of changes** that have been made to improve students' attainment of degree and certificate outcomes that are based on the results obtained from assessment.

3. Other Curricular Issues

A. To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc)? For courses offered both via DL and on-campus, are there differences in student success? (Contact the Office of Institutional Effectiveness, either Laura Massey or Rob Vergun, for course-level data). If so, how are you, or will you address these differences? What significant revelations, concerns or questions arise in the area of DL delivery?

B. 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.

C. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction. Please note any best practices you have found, or ideas about how to strengthen this interaction.

D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements?

E. Please describe the use of Course Evaluations by the SAC. Have you developed SAC specific questions? Has the information you have received been of use at the course/program/discipline level?

F. Identify and explain any other significant curricular changes that have been made since the last review.

4. Needs of Students and the Community

A. How is instruction informed by student demographics?

B. Have there been any notable changes in instruction due to changes in demographics since the last review?

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

D. What strategies are used within the program/discipline to facilitate access and diversity?

E. Describe the methods used to ensure that faculty are working with Disability Services to implement approved academic accommodations?

F.   Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

5.   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 in the next five years.

      iii. Extent of the reliance upon part-time 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 since the last review and the reason for the changes. For instructions and form, go to: http://www.pcc.edu/resources/academic/instructor-qualifications/revision-instructions.html

   C.   How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

6.   Facilities and Support

   A.   Describe how classroom space, classroom technology, 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, Counseling, Disability Services and other student services impact students.

   E.   Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.

7.   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. Please include minutes from the last three Advisory Committee meetings in the appendix.

B.   How are students selected and/or prepared (e.g., prerequisites) for program entry?

C.   Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

D.   Please present data on the number of students completing Degree(s) and/or Certificate (s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons that students may leave before completion.

E.   Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

F.   Describe and explain any additional changes that have been made to the program since the last program review.

8.   Recommendations

A.   What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

B.   What support do you need from administration in order to carry out your planned improvements (for recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support)

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) at 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 review preparation. Participation by one or more SAC representatives in at least one workshop is expected in the year before the review.

- SACs will prepare a written report, which will include a narrative section (generally between 15 and 30 pgs) following the 8-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.

- <mark>Slightly revised February 2015:</mark> SACs are encouraged to share drafts with their Administrative Liaisons prior to submitting the final report to Academic Affairs. Combine the final report and appendix into a single Word document or PDF. Send the finished report by 2:00 the Friday ahead of the presentation to: academicaffairs@pcc.edu. Reports received later that afternoon are not guaranteed to be posted to the web page before the weekend as requested by the administrators. Academic Affairs' distribution list includes all AA staff, the district president, campus presidents, Vice President for Academic and Student Affairs, DOIs, DOSs, Dean of Enrollment Svcs, all division deans, the Institutional Effectiveness (Research) director and staff, Director of DL, Coordinator of Service Learning, VP of Technology, and the PACTEC manager.

- A Presentation/Discussion meeting will be held to provide an opportunity for the SAC to showcase accomplishments as well as challenges, and engage administrators in discussion relating to future directions. The agenda is designed by the SAC, **not to exceed 90 minutes**, to provide for at least 30 minutes for questions and discussion.

- The Presentation will generally involve several (if not all) SAC members including part-time faculty members, appropriate administrators and others.   Some SACs choose to invite different sets of stakeholders, such as support staff, Advisory Committee members, Administrators/Faculty members from other disciplines, and/or current or former students.

    o The SAC notifies and invites SAC members and all other desired stakeholders.

    o The Dean of Academic Affairs will invite and send the program review to the following administrators: Vice President for Academic and Student Affairs, Campus Presidents, Deans of Instruction, Division Deans with responsibly in the subject area, Director of Institutional Effectiveness, Dean of Academic Affairs and others as appropriate. SACs should expect be 6-10 of these administrators to attend.

- The SAC is responsible for securing a room for the presentation (based on the number of invitees and other needs (media, proximity to specialized space etc), and relaying that information to the Dean of Academic Affairs, so that other administrators can be informed.

- 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 Academic Affairs 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