

Academic Program/Discipline Review

Outline and Logistics for SACs Presenting in the 2016-2017 Academic Year

Purpose of Program/Discipline Review

- Inform the college community about a Career and Technical Education (CTE) program or a Lower Division Collegiate (LDC) or a Developmental Education (DE) 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. Briefly describe curricular, instructional, or other changes that were made as a result of SAC recommendations and/or administrative responses from the last program review?
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. Course-Level Outcomes: The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.
 - i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

- ii. Identify and give examples of changes made in instruction (on-campus and online as appropriate), to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found in MTH, WR, ESOL, BI, etc.) that were made as a result of assessment of student learning.

B. Addressing College Core Outcomes

- i. Update the Core Outcomes Mapping Matrix.
<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>
For each course, choose the appropriate Mapping Level Indicator (0-4) to match **faculty expectations for the Core Outcome for passing students**. (You can copy from the website and paste into either a Word or Excel document to do this update, and provide as an Appendix).

C. For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes.

- i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.
- ii. Do you have evidence that the changes made were effective (by having reassessed the same outcome)? If so, please describe.
- iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?
- iv. Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify which ones and the challenges that exist.

For Career and Technical Education Programs: Degree and Certificate Outcomes

- i. Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.
- ii. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes.
- iii. Do you have evidence that the changes made were effective (by having reassessed the same outcome)? If so, please describe briefly.
- iv. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?
- v. Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify which ones and the challenges that exist.

3. Other Curricular Issues

- A. Which of your courses are offered in a distance modality (online, hybrid, interactive television, etc.), and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. What significant revelations, concerns, or questions arise in the area of online delivery? (Contact the Office of Institutional Effectiveness, for course-level data.)
- B. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based 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.
- D. 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?
- E. Identify and explain any other significant curricular changes that have been made since the last review.

4. Needs of Students and the Community

- A. Have there been any notable changes in instruction due to changes in the student populations served?
- B. What strategies are used within the program/discipline to facilitate success for students with disabilities? What does the SAC see as particularly challenging in serving these students?
- C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?
- D. 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 how the faculty composition, professional development, and teaching reflect the [Diversity, Equity and Inclusion goals](#) of the institution (from PCC's Strategic Plan, Theme 5). What have you done to further your faculty's knowledge and creation of a shared understanding about diversity, equity and inclusion?
- B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.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 Academic 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. If courses are offered online, do students have online access to the same resources?
- C. Does the SAC have any insights on students' use of Advising, Counseling, Disability Services, Veterans Services, and other important supports for students? Please describe as appropriate.

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 the minutes from the last three Advisory Committee meetings in the appendix.
- B. Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.
- C. How are students selected and/or prepared (e.g., prerequisites) for program entry?
- D. 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.
- E. 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 why students may leave before completion. If the program is available 100% online, please include relevant completion data and analysis.
- F. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

8. Recommendations

- A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion for on-campus and online students, as appropriate?

- 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, 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.
- SACs are encouraged to share drafts with their administrative liaisons during preparation and will submit an electronic version of the report one week prior to the scheduled Presentation/Discussion meeting, so it can be distributed electronically to the appropriate administrators. The report must be in one file (Word or PDF), and sent to the Dean of Academic Affairs (kcawley@pcc.edu) and to the Academic Support Coordinator (swilson@pcc.edu).
- A Presentation/Discussion meeting will be held to provide an opportunity for the SAC to showcase accomplishments as well as challenges, and to engage administrators in discussion relating to future directions. The agenda is designed by the SAC, **not to exceed 90 minutes**, to provide 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 and faculty members from other disciplines, and/or current or former students.
 - The SAC notifies and invites SAC members and all other desired stakeholders.
 - 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 responsibility in the subject area, Director of Institutional

Effectiveness, Dean of Student Affairs, and others as appropriate. SACs should expect 8 to 12 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>