Academic Program/Discipline Review

Guidelines and Template for SACs Presenting in the **2019-2020** Academic Year

*Revised Oct. 2018*

## 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 accreditation and institutional assessment and improvement.

## Program/Discipline Review Outline

**SACs must use the template that follows these guidelines to construct their written report. It is permissible to change the color and style of the fonts, but the order of the questions and the outline numbers must remain intact. Additional topics or information may be added as desired.**

## Program/Discipline Review Logistics

### General

* 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. Every effort will be made to schedule the SAC’s showcase presentation five years after the SAC's last review. For example, a SAC that presented in April 2015 ideally will conduct its next presentation sometime in spring term 2020. The months showing on the schedule draft are approximations and subject to change. Once the administrative calendar is set, usually in August, the Academic Support Coordinator will assign specific dates and notify the SAC chairs and their administrative liaisons.
* SACs will have access to various discipline profiles (demographic, enrollment, and student success—at <https://www.pcc.edu/ir/program_profiles/index.html>. College-wide FTE, general headcounts, and diversity headcounts are available at <https://www.pcc.edu/ir/factsheet/>.
* 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.
* An Administrator (DOI or Division Dean) will make note of questions, comments, or agreements that arise out of the written report and the live presentation. The Dean of Instruction assuming primary responsibility for drafting and coordinating comments for the Administrative Response will provide information at the conclusion of the SAC’s presentation as to when the SAC may expect to receive the 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>).

### SACs will…

* Prepare a written report, which will include a narrative section (generally 30 pages or less) following the 9-point outline on the template provided, along with appendices as deemed appropriate to support the narrative. The primary audience for the written report is intended to be SAC members, PCC administrators, Northwest Commission on Colleges and Universities representatives, and advisory committee members.
* Share a late-stage draft with all faculty (full- and part-time), FDCs, and division deans at all campuses who teach or who represent the courses in the discipline or program.
* Share the final draft with, and solicit feedback from, their administrative liaison.
* Combine the final report and appendix into a single Word document or PDF. Send it by 12:00 p.m. the Friday before their presentation to: [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu). Reports received later that afternoon are not guaranteed to be posted to the web page before the weekend, thus delaying availability to the administrators who will be responding to the Program Review.
* Hold a presentation/discussion meeting to showcase its accomplishments as well as challenges, and to engage administrators in discussion relating to future directions. The agenda is designed by the SAC, with up to 90 minutes allotted for the presentation followed by 30 minutes for questions and discussion.
  + Involve in the presentation several (if not all) SAC members, including part-time faculty, appropriate administrators, and others. SACs may 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.
  + Notify SAC members, discipline partners, program stakeholders, etc., of the presentation.
  + Expect 8 to 12 college administrators and staff to attend. These individuals will be invited by the office of Academic Affairs and will include: the district president and the campus presidents; the vice presidents for Academic Affairs and for Student Affairs; the deans of instruction and the deans of students; division deans; program directors; the director of Institutional Effectiveness; the dean of Enrollment Services; the directors and managers of Community-Based Learning, Disability Services, Online Learning, Information Technology, the Library, and PACTEC; and others as appropriate.
  + Select and reserve a room based on the number of invitees and other needs (media, proximity to specialized space, etc.). See Campus Scheduling Contacts at <http://www.pcc.edu/about/facilities/contacts.html>, to find a room scheduler at your chosen campus. The space must accommodate the department’s own invitees as well as the 8 to 12 administrators and staff mentioned above. Notify [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu) as soon as the room is known, so the administrators can be informed.
  + Reserve special audio/visual equipment, if needed. Check the campus subpages at the Media Services webpage <http://www.pcc.edu/resources/media-services/classroom-technology/> to see the what A/V equipment is permanently assigned to the classroom/space to be used, and use Media Services’ online Audio-Visual Equipment Request form to order any additional equipment for the presentation day.

## Template

The template for the written report begins on the next page. Resave this document with a new name, and delete pages i through iii to begin creating your written report.

**Insert a cover page and a table of contents here.**

1. **Program/Discipline Overview:** 
   1. 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?
   2. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC’s recommendations in the last program review and/or the administrative response. *(The administrative response can be found opposite your SAC’s listing at the web page where the Program Reviews are posted – look for the “AR” pdf.)* Note: Any changes NOT made as a result of the last program review should be described in the appropriate section elsewhere in this template.
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.** 
   1. 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.
      1. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?
      2. Identify and give examples of changes made in instruction, to improve students’ attainment of course outcomes or outcomes of requisite course sequences (such as are found in in MTH, WR, ESOL, BI, etc.), **that were made based on the results of assessment of student learning**.

Addressing College Core Outcomes

* + 1. 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 embed it in your report or provide as an appendix. Or, you may send the revised matrix to Susan Wilson, swilson@pcc.edu, in advance of your program review due date so she can update the web page; then, you can insert a link to the web page in the body of your report).
  1. Assessment of Core Outcomes (LDC) or Degree and Certificate (CTE) Outcomes.
     1. 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 (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). *(If including any summary data in the report or an appendix, be sure to redact all student identifiers.)*
     2. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.
     3. Evaluate your SAC’s assessment cycle processes. What have you learned to improve your assessment practices and strategies?
     4. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.
     5. CTE only: Briefly describe the evidence you have, determined by direct assessment, that students are meeting your Degree and/or Certificate outcomes.

1. **Other Instructional Issues  (Note: for questions A-C, specific information can be found at:**<https://www.pcc.edu/ir/program_profiles/index.html>**)**

This link is to the Program Review Dashboard Data Tables, use the pull down menu to select the subject/course you are wanting to look at and the dashboard will display the data for 5 years trend;

Here are the [*Printing Guidelines*](https://www.pcc.edu/ir/program_profiles/201718/tableauprint-instructions.pdf)

The profiles in dashboards are organized by following areas;

[FTE & Headcount](https://www.pcc.edu/ir/program_profiles/201819/fteandhdct.html)

[Race/Ethnicity](https://www.pcc.edu/ir/program_profiles/201819/demographics_race-ethnicity.html)

[Gender](https://www.pcc.edu/ir/program_profiles/201819/demographics_gender.html)

[Age](https://www.pcc.edu/ir/program_profiles/201819/demographics_age.html)

[Collegewide Grade Counts](https://www.pcc.edu/ir/program_profiles/201819/grades_collegewide.html)

[Campus Grade Counts](https://www.pcc.edu/ir/program_profiles/201819/grades_campus.html)

* 1. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?
  2. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?
  3. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via online and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them. When referencing classes taught online, it is acceptable to refer to those offerings as ‘OL.’ In the PCC vernacular, ‘Online Learning’ has replaced ‘Distance Learning (DL)’ in the PCC vernacular due to the recent name change of the Online Learning Division.
  4. 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, etc.)? If so, please describe.
  5. 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.
  6. Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?

1. **Needs of Students and the Community**
   1. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?
   2. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?
   3. 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?
   4. 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.
2. **Faculty: reflect on the composition, qualifications, and development of the faculty** 
   1. Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC’s Strategic Plan, [Theme 5](https://www.pcc.edu/about/administration/strategic-plan/diversity/). What has the SAC done to further your faculty’s inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?
   2. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>
   3. 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.
3. **Facilities, Instructional, and Student Support**
   1. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.
   2. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?
   3. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women’s, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

Note to LDC-DE SACs: In your report, put N/A for Section 7 and continue with Sections 8 and 9.

1. **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…** 
   1. Evaluate the impact of your program’s 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.
   2. Describe current and projected demand and enrollment patterns for your program. Include discussion of any impact this will have.
   3. How are students selected and/or prepared (e.g., prerequisites) for program entry?
   4. 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.
   5. 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.
   6. Is the program Perkins-eligible? If so, answer the questions below. If not, put N/A for F.
      1. With which secondary school(s) does the program have aligned Programs of Study? Do PCC faculty meet with these HS program faculty on a regular basis?
      2. Please describe the Technical Skill Assessments (TSAs) that are reported annually. Include information about the nature of the assessment, content covered, alignment of degree and certificate outcomes, when the assessment is taken by students, the number of completers, and the percentage of students meeting the identified benchmark(s) for the last 5 years.
      3. What does the SAC consider to be the most impactful use of Perkins funding for your program?
   7. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.
2. **Recommendations** 
   1. 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?
   2. 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. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)
3. **Assurances**

Please put X’s next to all three boxes to verify that…

□ faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

□ all of the division deans offering courses in this discipline/program have been sent the late-stage draft.

□ the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.