DEPARTMENT/PROGRAM REVIEW GOALS

In accordance with EP 200, the program review process is a comprehensive evaluation of the effectiveness of a college program. It is a continuous process involving faculty and college leadership which ascertains that instructional goals and the mission of the college are met according to the Academic Master Plan. This process also ensures that programs meet certification and accreditation requirements. Several assumptions should guide the development of this department/program review process:

- The department/program review process should support the development of an academic department and its programs, as well as evaluate strengths, weaknesses and opportunities. An outcome of the process should be specific goals or recommendations for the department’s action prior to the next review.

- The department/program review process should drive expansion of the engagement of academic departments in assessment, with a goal of establishing the patterns of evidence of successful student learning required of academic programs for North Central Accreditation’s (NCA) Level III assessment practice. Student learning must occupy a central focus in the department/program review process, and departments and their programs must demonstrate how practices are determined, assessed and, most importantly, revised to expand and improve student learning. Five year trend data will be essential to departments’ ability to build the “culture of evidence” of continuous improvement that NCA requires.

- The department/program review process should be linked, wherever possible and in meaningful ways, to other college processes. A revised and strengthened department/program review process will necessitate the expansion or development of related processes such as environmental scanning, community needs assessment, enrollment management, facilities/space management, and academic master planning.

- The revised process must position the college for the state’s emerging interest in program review and ensure PPCC is proactively positioned to respond to questions raised by the Colorado Community College System, legislators, and others.

- The quality of department/program review can be substantially enhanced through greater use of data. Expanded data collection, better use of existing data, and use of electronic systems for making data readily available to chairs and faculty all will be important.

- Specific goals for the department/program review process include:
  
  - Establish a framework that engages departments/programs in systematically assessing their practices and making changes based on that assessment.
  - Substantially expand the use of data in department/program self-assessment.
  - Increase attention to student learning outcomes, including direct measures of learning.
  - Establish linkages between department/program review and other college processes.
o Provide feedback to departments regarding strengths, weaknesses and opportunities for improvement.
o Incorporate methods for substantive evaluation from area employers, external experts from professional organizations, and subject matter peers from other academic institutions.
o Evaluate the process and make recommendations for improvement regarding the structure and process for future department/program reviews.

NEW PROGRAM ASSESSMENT GOALS

New program and course development involves a variety of issues. Following our strategic plan and our mission statement, PPCC commits to:

- Conduct assessments locally and regionally to determine the need for new programs and expansion of existing programs.
- Work with local business and industry to form partnerships to assist with student internships, job placement opportunities, and offer advice and support for programs.
- Gather job “forecast” data from national, state, and local employment resources.
- Use advisory committee members to keep college officials informed and up-to-date regarding market demand, advances in technological needs, and continuing education/job upgrade needs.
- Continue to adhere to any accreditation standards as well as industry standards.
- Incorporate state standards and measures.
- Evaluate the feasibility of program and course development regarding cost, enrollment, faculty and equipment required (e.g. high cost vs. low cost programs), certificate and degree options, partnerships with other disciplines, and the integration of academic and occupational skills.
DEPARTMENT/PROGRAM REVIEW & NEW PROGRAM ASSESSMENT
TASK FORCE

CHARGE

- Develop a streamlined, systematic approach to department/program review process and template based on the above stated goals and sample manual and templates provided (not to exclude researching other best practices).
- Develop a New Program Needs Assessment process and template for assessing new program opportunities based on the above stated goals and sample manual and templates provided (not to exclude researching other best practices).
- Determine the best practice for reviewing and assessing CTE and transfer programs (one process or two distinct processes).
- Investigate WEAVE software opportunities for department/program review to streamline existing assessment data with the department/program review process.
- Consult relevant stakeholders including, but not limited to, CTE advisory boards, university partners and division liaisons from Career Planning & Advising.
- Provide a suggested revision of Educational Procedure 200 for consideration by the divisional deans and Vice President of Instructional Services.
- Be transparent and communicative on the committee progress.

TIMELINE

- Report out by the end of Spring Semester 2013 (April 15) to be ready for implementation by Summer or Fall Semester 2013.

TASK FORCE MEMBERSHIP:

- Three Associate Deans (CTE/Transfer)
- Four faculty members with two being department chairpersons (CTE/Transfer)
- College Outcomes Assessment Team Representative
- Extended Learning Director
- Dean of High School Programs