

Program/Discipline Review

A Process Supported by the Assessment Committee



Please contact the Assessment Committee at assessment@highline.edu if you have questions about program/discipline review, or would like assistance researching institutional data for student success and learning.

Version Date: October 2020

Highline College Program/Discipline Review

What is Program/Discipline Review?

The purpose of Program/Discipline Review is to guide the development of academic programs on a continuous basis. Program/Discipline Review is a process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of those programs.

Historically, Program Review at Highline College was established for professional-technical programs and was initiated by the Dean of Instruction for Professional-Technical Education. The process ensured comprehensive examination, focused on pertinent areas for improvement, and required timely action on recommendations. However, as the college moves to be more aligned with accreditation and national best practices, Program Review will now include BAS Programs and it has been expanded to include transfer programs and ELCAP in a process called “discipline review.” Discipline Review is a new process, but it will continue the tradition of meaningful questions and data gatherings to examine effectiveness, faculty development, student achievement, and student learning in programs of study leading to an Associate’s degree (AA/AS) that may transfer to a baccalaureate institution (e.g., Mathematics, Psychology, English, Biology). The same process will be used to examine the effectiveness of the ELCAP division. Under the new process, Program/Discipline Review will be initiated by the Vice President for Academic Affairs (VPAA) and will involve a transparent and predictable 5-year rotation schedule for when programs and disciplines will begin the process (see p. 3). Programs and disciplines will be notified by their dean(s) to begin the process.

TERM DEFINITION/EXPLANATION	
Program	Refers to professional-technical programs of study. These include programs of study leading to Association of Applied Science (AAS) degrees or certificates (e.g., AAS in Business, AAS in Medical Assisting, Certificate in Medical Coding, Criminal Justice Field of Study) as well as BAS programs.
Discipline	Refers to programs of study leading to an Associate’s degree (AA/AS) that transfers to a baccalaureate institution (e.g., Mathematics, Psychology, English, Biology). These may be referred to as “transfer disciplines” within this document. The ELCAP program is also included here.
Department	An administrative unit that may include programs or disciplines (e.g., AEIS, Anthropology, Business, History, Life, Ocean, & General Sciences and World Languages)

Rotation Schedule for Program/Discipline Review

To accommodate the 7-year accreditation cycle, Program/Discipline Reviews will be scheduled on a 5-year cycle. During that 5-year period, individual Programs or Discipline will a) prepare a Program/Discipline Review Report (see p. 7) which identifies program priorities to address, develop a plan to address program priorities, and implement and assess the plan (see Table 1, p. 6). To minimize the impact on the college and on divisions that will support more than one Program (as defined above), an equitable rotation schedule has been developed:

Pure & Applied Science	Social Science	Arts & Humanities	Health, PE & Education	Business
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Transfer									
Year 1 Rotation: 2020-2021		Year 2 Rotation: 2021-2022		Year 3 Rotation: 2022-2023		Year 4 Rotation: 2023-2024		Year 5 Rotation: 2024-2025	
English	Monica Lemoine	Physical Sciences	Marie Nguyen	American Ethnic and Identity Studies, Anthropology, History, Sociology	Aaron Modica	Economics, Geography, Political Science	Jennifer Jones	Humanities, Film Studies, Philosophy	Glen Avantaggio
Computer Science* (both Prof-Tech and Transfer)	Rav Kang	ELCAP (English Language, Career & Academic Prep)	Laurie Stusser-McNeil	Diversity & Globalism	Tarisa Matsumoto-Maxfield	Psychology	Sue Frantz	Physical Education	Tracy Brigham
		Mathematics	Razmehr Fardad	Biology, General Science, Environmental Science, Life, Ocean & General Sciences, Oceanography	Chris Gan	World Languages	Judith Villanueva Chavez	CSI BAS	Ravinder Kang
		Communication Studies	Elizabeth Word	Engineering	Melissa Moehlig/ New Hire	Music	Benjamin Thomas		
Professional-Technical									
Year 1 Rotation: 2020-2021		Year 2 Rotation: 2021-2022		Year 3 Rotation: 2022-2023		Year 4 Rotation: 2023-2024		Year 5 Rotation: 2024-2025	
Drafting and Interior Design	Tamara Hilton	Computer Info Systems	Ravinder Kang	Accounting	Darryl Harris	Personal Fitness	Timothy Vagen	Business* (both Prof-Tech and Transfer)	Shawna Freeman
Legal	Bruce Lamb	Human Services*	Teresa Pan	Respiratory Care*	Kayoko Kado	Education*	Jodi White	Hospitality & Tourism Management	Justin Taillon
Business Technology	Sam Alkhalili	Sustainability	Bobby Butler	Nursing (both Prof-Tech and Transfer)	Steve Simpkins	Fine Arts	Zanetka Gawronski	Criminal Justice	Mary Weir
Medical Billing/Coding	Laurel Lunden	Integrated Design BAS	Tamara Hilton	Multimedia & Visual Communications	Tamara Hilton/ Zanetka Gawronski	Healthcare Professions	Laurel Lunden		
Licensed Dispensing Optician	Jennifer Johnston								

*Pink indicates programs/disciplines that have BAS degrees.

Who is involved in Program/Discipline Review?

Program/Discipline Review Committee (RC)

A Program/Discipline Review Committee (RC) will be formed for each department through a collaboration between the Department Coordinator and the program/discipline's Dean, with the support of the Division Chair. The Program Manager for Professional-Technical Education will be a member of any review of professional-technical programs. The RC will include one to two faculty members at large depending on accreditation requirements. Much of the review process will be led by the Dean, with the support of the Department Coordinator and Division Chair. The process and notification will be led by the appropriate dean(s) for each program or discipline.

The Program/Discipline Deans are:

- Program Review - Dean of Workforce (Professional-Technical) Education
- Program Review-BAS Programs - Associate Dean for BAS and Workforce Pathways
- Discipline Review- Dean of Academic Pathways & Partnerships
- Discipline Review- ELCAP - Dean for Career and College Readiness

Other Relevant Stakeholders

Other staff and stakeholders may be invited to any meetings associated with Program/Discipline Review for specific input. For Program Review (professional-technical programs), advisory committee members should be included in the process (directly with representative participation or through Advisory Committee Meetings by reporting and gathering feedback). For Discipline Review (transfer programs), universities or transfer focused departments may be included. Similarly, ELCAP will identify external stakeholders. It is important to note that parties involved at this level will vary depending on the program offerings and its stakeholders.

Assessment Committee Support

The RC will be supported by the AC Program Review Committee, as well as Institutional Research.

When the Program Review process begins, it will focus on examining the following areas where applicable:

Curriculum

- Mapping of degree/program outcomes, college wide outcomes, curriculum and course alignment, and student learning outcomes
- Curriculum review for relevance, currency, alignment with industry standards
- Examine use of evidenced based teaching methodology and cultural responsiveness of the curriculum

Data Collection

The process includes quantitative and qualitative data e.g. include interviews with employer-industry, faculty, and students; and student and alumni focus groups.

- Student enrollment, retention and completion data (required)
- Surveys and/or focus groups of students determining satisfaction with their experience in the program including their feedback/recommendations

- Surveys and/or focus groups of program alumni determining satisfaction and feedback/recommendations
- Input from advisory committees, and data about student employment in the field

Student Achievement

- Student enrollment trends (including increase/decreased enrollment in online and hybrid courses, evening and weekend offerings), and retention and completion data review (including reviewing disaggregated completion data to understand whether and/or where equity gaps exist)
- Program-level academic advising for new and current students (including faculty loads, support for faculty advising, and the transition from entry advising to program-level/pathway advising)
- Opportunities for pathways to related bachelor degrees and actual utilization demonstrating student access

Faculty Service and Leadership

- Faculty commitment to and participation in teaching, learning and assessment responsibilities and professional development
- Contributions and participation of the program/discipline faculty (full-time or part-time) to shared governance and campus vitality
- Inclusion of adjunct faculty in professional development and curriculum planning
- Collaboration with other departments and/or campus resources

Industry and Community Relationships

- Advisory committee meeting regularity, appropriate membership representation and program contributions
- Review of student work-based learning/internship opportunities
- Data tracking employment in the industry post completion/ graduation
- Employer satisfaction and feedback regarding graduate preparation, advancement opportunities, wage progression
- Participation in outreach, recruitment, and community engagement

Program Outreach, Recruitment and Marketing

- Participation in outreach, recruitment, and community engagement;
- Program web presence, social media use and marketing materials
- Academic advising for new students

The RC will collaborate to complete a Program/Discipline Review Report (henceforth “Review Report”, see p. 7) that includes identifying themes from data collected, a summary of strengths and challenges, one to five planned changes in the program/discipline for the next five years, and one to five measurable targets and time-frames that will provide evidence of student and program/discipline success. The review team will then submit the report to the Vice President of Academic Affairs (VPAA).

The VPAA will meet with the RC leads and/or department members and provide feedback and suggestions to be considered/incorporated; the VPAA will assist in identifying resources for implementation and will approve the finalized recommendation report. This is a recursive

process with scheduled assessment of progress toward implementation of recommended action and continuous quality improvement.

Table 1: Proposed Program/Discipline Review Timeline and Deliverables

Year 1	
Fall	Formation of Program/Discipline Review Committee (RC). RC duties begin in the fall quarter of year one of its rotation cycle. With the help of the department coordinator, the dean and primary RC members will help gather faculty, support members and stakeholders for initial meetings. Begin compiling data to complete the Program/Discipline Review Report (p. 7), which fully assesses the strengths of the Program/Discipline as well as areas for improvement. Data collection should be completed by the end of Fall. The Review Report culminates with identifying Program Priorities that include 1 to 5 planned changes in the program/discipline for the next 5 years, and 1 to 5 measurable targets to address during the remainder of the Program Review cycle. It is required that at least one change should focus on increasing student completions and closing equity gaps.
Winter	The RC submits copies of its <u>Review Report</u> to the Dean and to the Senate Program Review Committee (SPRC)* for review by the end (the last day) of the fourth week of winter quarter. Additionally, the RC will share the findings of the Review Report with the program/discipline faculty or other relevant stakeholders and with the VPAA. <small>*The Senate Program Review Committee (SPRC) will consist of 2-3 members of Faculty Senate who have agreed to review the year's review reports, and provide feedback to the programs and disciplines and the Assessment Committee.</small>
Spring	The Dean, the SPRC, and any external reviewer will provide written feedback to the RC by the end of the third week of spring quarter. The RC will then share this feedback with the Program/Discipline faculty. Based on Dean, SPRC, and faculty input, the RC may choose to refine or revise the Program Priorities identified in its initial Review Report. The final draft is submitted to the VPAA.
Year 2	
Fall	During fall quarter of year two of the rotation cycle, the RC will begin to develop an implementation plan that identifies human and material resources required to address the Program Priorities. Requests for resources are provided to the division chair and shared with the VPAA.
Winter	During winter quarter, the RC will begin to implement its plan and will develop assessment rubrics to measure its success.
Spring	The RC will provide a <u>Summary Report</u> outlining its year two implementation and assessment efforts to the Dean, the SPRC, the VPAA, and the program/discipline faculty by week eight of spring quarter. The Summary Report should discuss the overall plan and progress on Program Priorities identified in year one, and the data generated from preliminary assessments. If a change of course is warranted, strategies for moving forward should also be discussed.
Year 3	
Fall	The RC will continue to implement their plan and collect assessment data to measure the progress made on Program Priorities.
Winter	The RC will continue to implement their plan and collect assessment data to measure the progress made on Program Priorities.
Spring	A <u>Mid-Cycle Assessment Report</u> will be provided to the Dean, the SPRC, the VPAA, and the Program faculty by the end (the last day) of the fourth week of spring quarter. The format of the report should mirror that of the year two Summary Report.
Year 4 REST:	
	The RC will continue to collect assessment data to measure progress on Program Priorities. This data should be analyzed and interpreted to inform the next Program Review cycle.
Year 5 REST:	
	During the spring of year five, program/discipline faculty will select a new RC and committee lead for the next cycle.

Program/Discipline Review Report*

*Adapted from Whatcom Community College's 2019-20 Program/Discipline Improvement Process (Program Review) Reflection Report

Program/Discipline Name	
Individuals Completing This Report (Minimum Of 2)	

Reflections on Program/Discipline Data

Program Review Sections	Reflections: Reflect on the different sections of your Program Review data and describe what the data tell you about student success. Avoid summarizing the data; rather report the significant themes and trends reflected in the data.
1. Overall Enrollments	
a. FTE	
b. Students (Unduplicated Headcount)	
c. Enrollments (Duplicated Headcount)	
2. Enrollments By Mode Of Learning disaggregated by race within gender)	
3. Enrollments By Student Demographics (race within gender; age; student intent)	
4. Courses and Sections Offered	
a. Courses	
b. Number Sections	
c. Percent Of Sections Taught By Full-Time Faculty	
5. Course-Specific Data	
a. a. Enrollments (disaggregated by race within gender)	
b. Sections	
c. Average Class Size	
d. Fill Rate	

6. Student Performance disaggregated by race within gender (e.g., African American Males, Native American Females)	
a. Success/ Pass rates by modality	
b. Individual Course Completion Rates And Grade Distribution	
c. Retention Rates	
d. Graduates/Degrees or Certificates awarded	
e. Graduation Rates (For Prof-Tech Programs Only)	

Direct Indicators – Outcomes Assessment

Program/Discipline Review sections	Responses
a. <i>College-wide Core Competencies:</i> You will be given directions and a list of the CLOs that are mapped to your discipline or program's courses. You can also locate this information in the Assessment Public Drive. Email completed CLO reports with this Program Review report. <i>Please list the CLO reports that are being forwarded with this report.</i>	
b. <i>Program Outcomes</i> (For Prof-Tech Programs Only)	
c. <i>Course Outcomes:</i> With your discipline faculty, review and update the course outcomes and other curriculum information (e.g., prerequisites, course descriptions, textbooks, etc.) for all of your discipline or program's courses. <i>Provide a brief summary of significant changes.</i>	

Conclusion

Physical classroom/lab space strengths/needs	
Summarize discipline/ program strengths	
Summarize discipline/ program challenges	

<p>Next steps: List 1-5 planned changes in the program/discipline for the next 5 years based on information from the above Program/Discipline Review data, outcomes assessment work, faculty goals, and college initiatives. These steps will help you achieve the measurable targets (below). At least one change should focus on increasing student completions and closing equity gaps.</p>	Time-frame
1.	
2.	
3.	
4.	
5.	

<p>Measurable targets: List 1-5 measurable targets and time-frames that will provide evidence of student and program/discipline success.</p>	Time-frame
1.	
2.	
3.	
4.	
5.	

Suggestions For Improving This Report Or Process (If Any)	
Administrative Comments / Recommendations	

Year-2 Summary Report and Mid-Cycle Assessment Reports

Please outline implementation and assessment efforts and submit to the Dean of Instruction, the VPAA, the SPRC, and the program/discipline faculty by week eight of spring quarter. The Summary Report should discuss the overall plan and progress on Program Priorities identified in year one, and the data generated from preliminary assessments. If a change of course is warranted, strategies for moving forward should also be discussed.