

Internal and external influences

Review and describe the impact of the following as you develop responses to the questions in the three topics in the right-hand column.

College Provides

- Educational Master Plan
- College-wide student learning outcomes
- Student Success Plan
- Expectations of employers
- Articulation agreements
- Student surveys
- Labor market surveys
- Department and college enrollment trends
- Environmental scan
- Success rates of students in the program

Department Provides

- Similar programs at other colleges both in and outside of California
- Interactions with teachers from high schools, other community colleges, and universities
- Relationships with other departments/disciplines on-campus
- Class scheduling patterns

What Is A Program?

Our instructional planning units at Pierce are departments; therefore our program review units are also departments. In some cases such as Speech Communication a department consists of just a single discipline that would be treated as one program for review purposes. However, some departments are clusters of disciplines such as the Industrial Technology department. Here each discipline could be treated as a separate program but reviewed at the same time for the convenience of the department.

For many departments within a broad general discipline there are groups of courses that serve different functions that could be identified as programs. In mathematics, for example, courses might be grouped into two large programs based on expected student performance level - a basics skills program and a college level program. In life science there might be three programs based on the educational objectives of students - a general education program, an allied-health program, and a biology-majors program. Programs will be self-identified by faculty within each department using criteria that result in groupings that best lend themselves to answering questions about program goals, program effectiveness, and program design.

Using the ideas discussed above, the definition of a program is as follows:

A program is a group of courses, usually within one department, with some characteristics in common such as the following:

- (1) *Serve a common purpose in terms of the reasons that students take them, for example*
 - Prepare for college-level work in a major
 - Satisfy a general education requirement for graduation or transfer (that is, students would choose alternatives among the grouped courses)
 - Offer similar occupational training
 - Usually or often taken as a sequence
- (2) *Are directed toward a degree or certificate*
 - Required for an associate degree or a certificate.
- (3) *Address a common discipline*
(Are grouped under the same TOP code)
 - Speech or Geography
- (4) *Serve a common group of students, for example*
 - PACE Program or Honors Program

Student Learning Outcomes

Use the following bulleted items to drive discussions leading to action:

- Describe & provide several examples of the process through which discipline faculty determine the following:
 - (1) What are the department's goals for student learning for the program as a whole and for constituent courses?
 - (2) By what methods does the department evaluate the quality of student learning? How is student mastery of the learning outcomes demonstrated? What assessment is used to determine how well students are performing?
 - (3) How is information about the quality of learning shared & used for department decision making? Have Student Learning Outcomes been incorporated into the course outline of record & the syllabi for all instructors?
- What departmental changes in curriculum, pedagogy, or other aspects have resulted from this evaluation process?
- Have Student Learning Outcomes been revised? How and to what value? Describe insights gained.
- What are the department's plans for improving student learning in the program as a whole and in constituent courses?

Action Plans**Curriculum**

Use the following bulleted items to drive discussions leading to action:

- Provide a flowchart, table, or diagram showing how the required courses should be taken in sequences and how prerequisites fit together.
- Describe and provide several examples documenting your department/discipline processes for curriculum updating and renewal, including updating of the official course outlines, class syllabi, program/faculty/course web pages, etc.
- Describe and provide several examples of how changes in student learning patterns and evolving instructional methodologies are changing the face of courses and curriculum in your program (Examples: the use and impact of collaborative learning, project-based learning, instructional technologies both in and out of the classroom, holistic approaches to instructional and grading).
- Describe how your department provides students with opportunities to strengthen and/or broaden their understanding of particular course concepts, course-or discipline specific ideas, or student-driven avenues of inquiry related to the discipline? (Examples: supplemental materials in learning center or library or on the web, tutoring or referral to learning center tutoring services, directed study, service learning, independent research, cooperative education)

Action Plans**Future Directions**

- *Long-Term Vision (5 to 10 years)*
Describe the faculty's long-term vision for the program. Include specific strategies for improvement of student learning. What is the basis for the vision? What will it take to get there? Is it achievable? Identify potential barriers and mitigation strategies.
- *Short-Term Vision (2 to 4 years)*
Describe the faculty's short-term vision for the program. Include specific strategies for improvement of student learning. What is the basis for the vision? What will it take to get there? Is it achievable? Identify potential barriers and mitigation strategies
- *Annual Goals*
Provide a plan for assessment of specific course-level Student Learning Outcomes in the Department's goal set for the next year.