

## Piedmont Community College Program Review (PR) Procedures

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1. One person is **not** to do the entire program review by him/herself. This is not an academic exercise but instead designed to be a program faculties' in-depth evaluation of how well the program is delivered. All faculty **must** be involved. It is recommended that the program begin with a brief faculty meeting to discuss and divide tasks or that this is covered during the initial meeting.
2. All programs must use at least one external committee (advisory groups are recommended) to provide feedback to the committee.
3. All programs must utilize feedback from students (current & graduate).
4. The final product should be in the following format:
  - Cover page including division, program, academic year completed and committee member participants
  - At least 12 font (entire document)
  - Only include documents that were specifically requested in the Program Review Guidelines as appendices (avoid course syllabi, course rosters, etc.)
5. Proposed Timeline for completing the Program Review:
  - In order to keep on track, the following should be **completed** by these approximate dates:
    - September - Initial **Meeting**, disseminate surveys
    - December 1 - Completed Program Outcome Data from ORIE
    - December 15 - **Meeting** Draft Section 1
    - January 15 - Survey Data (student, faculty, graduate, employer, advisory committee)
    - January 31 - Draft Section II
    - February 15 - **Meeting** Draft Section V, Future Issues – resources needed
    - March 1 - Draft Section III, Student Outcomes
    - March 15 - **Meeting** Draft of Section IV - strengths, weaknesses and recommendations
    - April 15 - **Meeting** Review Completed Draft & Executive Summary
    - May 18 - Completed Draft due to Dean
    - May 31 - Final Document & Executive Summary due to Vice President of Instruction and ORIE

## Program Review Process

### Purpose:

The purpose of the Piedmont Community College Program Review Process is to provide a systematic review of all programs of study during a five-year cycle. This process provides a “snapshot” of program status, reviews performance outcomes (strengths & weaknesses), identifies future plans, and puts plans in motion. Information is then used by administration to set budget priorities and provide information for the College’s Strategic Plan.

### Characteristics of the Program Review Process:

- Faculty (credentials, professional development, needs)
- Program and Curriculum (enrollment, recruiting/retention, retention, learning outcomes, etc.)
- Program accreditation or licensure passing rate priorities
- Program advisory board participation
- Employment rate of graduates
- Employer satisfaction with graduates
- Student/Graduate satisfaction with the program of study
- Facilities & Equipment
- Distance Learning Assessment

### Process:

The academic dean responsible for the program of study to be reviewed will appoint a Program Review Committee (PRC). Each PRC will include:

- One or two faculty members teaching in the program area
- One faculty member from another academic division
- One staff member from an administrative/educational support area
- Academic dean for the program area
- ORIE representative

The committee will be chaired by the Dean or his/her designate.

The review is to be completed by the Spring semester of the academic year it is scheduled. During the committee meetings, the following information will be covered:

- Review program review process
- Review annual planning & assessment of program objectives
- Review program’s student learning outcomes (development, assessment, documentation)
- Review statistical data and survey results (Current Student, Faculty, Employer, Advisory, and Graduate surveys)
- Identify strengths and challenges
- Develop recommendations to improve program area
- Develop action plan for satisfying identified objectives
- Review and approve the Final and Executive Summary Report

## Final Report

The final report will follow the outline below and address the issues that are applicable in each of the areas.

- I. The Program Profile
  - A. The Mission/Purpose
  - B. The Faculty
    1. Faculty credentials (full and part-time)
    2. Accomplishments of faculty
    3. Professional development activities of faculty
  - C. The Students
    1. Specific programs that require your courses
    2. Numbers served, FTE, enrollment, completers, retention
    3. Student demographics
- II. Program Content
  - A. Definition of program
    1. Prepares students for what careers? Transfer programs?
    2. Criteria for admission to program (if any)
  - B. Curriculum or coursework (program degree offerings)
    1. Courses taught as part of the general education core
    2. Stand-alone programs
    3. Degrees, certificates, diplomas
    4. Distance Learning Assessment
    5. Other (decided by committee)
  - C. External accreditation – is applicable
  - D. Review of Learning Resources Center holdings for the program (books & media)
  - E. Review of any consortial relationships and contractual agreements
- III. Program and Student Learning Outcomes
  - A. Curriculum Map
  - B. Process for identifying outcomes (how does the program identify objectives)
  - C. Program Outcomes: (specific to coursework or program area)
    1. Job placement
    2. Transfers
    3. Critical success factors, licensure
    4. Other
  - D. Student Learning Outcomes (Template)
  - E. Results of Outcome Objectives
  - F. Use of Results from Outcome Objectives
  - G. Changes Made Since Last Review

- IV. SCOT Analysis
  - A. Strengths identified by committee and external sources (advisory committees, most common employers of our students, employer's surveys, etc.) and students (surveys, class/instructor evaluations, focus groups, etc.)
  - B. Challenges identified by committee, external sources, and students
  - C. Opportunities
  - D. Threats
  - E. Facilities/Equipment Assessment, space and faculty needs for future growth or continuation
  
- V. Recommendations to Improve the Program
  - A. Recommendations of the Committee (include recommendations from surveys and other data sources)
  - B. Action plan – Establish program objectives for the next 4 years and submit updates annually to the division dean and VP for Administrative Services.
  
- VI. Program Efficiency - Tying budget/cost to program outputs - Because salary information is included in program cost, this will be completed by the Academic Dean and submitted after the report is approved by the committee. A Copy of this information will be forwarded to the VP, Administrative Services.

This report will be forwarded to the Vice-President, Instruction and Student Development, the Office of Research and Institutional Effectiveness, and the President.

**Executive Summary Report**

The Executive Summary Report will include the strengths, challenges and recommendations for improving the program (see sections IV& V). This report will be forwarded to the President, Curriculum Committee, and others as deemed appropriate.

**Action Plan**

The academic dean and the faculty in the program area will develop an action plan to address the recommendations made by the PRC. This will include a timeline to implement changes to address the recommendations. This report will be forwarded to the Vice-President, Instruction and Student Development, Office of Research and Institutional Effectiveness, Curriculum Committee, and others as deemed appropriate.

**Annual Follow-up**

The academic dean will review the progress of the action plan 1-year after the action plan is submitted. Any recommendations that have not been resolved by this point should be included in the objectives for the next year. This report will be forwarded to the Vice-President, Instruction and Student Development, Office of Research and Institutional Effectiveness, Curriculum Committee, and others as deemed appropriate.

Piedmont Community College Program Review Schedule

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Caswell</b>						
Corrections Programs – Carpentry, Horticulture, HVAC, Industrial Systems, Food Service , Welding						
Digital Effects and Animation						
Film and Video Production Technology						
<b>Technical and Occupational</b>						
Cosmetology						
Criminal Justice Technology						
Early Childhood Associate						
Electrical/Electronics Technology						
Electrical Power Production Technology						
Facility Maintenance Technology						
General Occupational Technology						
Gunsmithing						
Industrial Systems Technology						
Welding Technology						
<b>Business &amp; Emerging Technologies</b>						
Accounting						
Business Administration						
Biotechnology						
Laboratory Technology						
Computer Information Technology						
Computer Programming						
Information Systems Security						
Web Technology						
Office Systems Tech, Medical Office Administration, Medical Coding						
<b>General Education &amp; Developmental</b>						
Developmental Studies						
Associate in Arts						
Associate in Fine Arts						
Associate in General Education						
Associate in Science						
<b>Health Sciences &amp; Human Services</b>						
Associate Degree Nursing						
Nursing Assistant						
Medical Assisting						
Phlebotomy						
Human Services						
<b>Total</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>6</b>

Initial meeting and data collection will take place in the fall semester. The report will be finalized in the spring and forwarded to the Curriculum Program Committee for approval.

**Piedmont Community College  
Program Review Documentation Requirements**

Documents	Area Responsible	Available Y/N
Program History		
Program Student Outcome Objectives		
Area Administrative Objectives		
Faculty Credentials		
Faculty Accomplishments		
Faculty Professional Development Activities		
Student Breakdown by type (A,D,C) (PT,F) (Day, Evening)		
Students Served (HC, FTE, Grads)		
Student Demographic Information		
Trends		
Definition of the Program		
Criteria for Admission to the Program (if any)		
Courses Taught in General Education		
Specific programs that require classes taught in the program area		
External Accreditations		
Innovations in the Program		
Distance Education Offerings (Type, Evaluations, etc)		
Funding/Release Time for Curricular Changes		
Review of Program Objectives/Learning Outcomes		
Process for Developing Program Objectives & Learning Outcomes		
Means of Assessment of Objectives and Learning Outcomes		
Results of past assessments and use of results		
Methods of Follow-up w/ Students the Program Serves		
Results of Performance Measures the Program is Responsible For		
Advisory Council Minutes/Feedback (Surveys)		
Student Survey Results		
Student Evaluation of Course/Instructor		
Faculty Survey Results		
Employer Survey Results		
Program Efficiency		
HC- Headcount; A - Associate; D - Diploma; C - Certificate; F - Full-Time; PT - Part-Time.		

**PROGRAM REVIEW – PCC STUDENT SURVEY**

Please complete the following survey in order to help us improve our program at Piedmont Community College. Your responses are kept confidential.

My major program of study is: \_\_\_\_\_

Tell us if you Agree Strongly (AS), Agree (A), Disagree (D), Disagree Strongly (DS), or have No Assessment (NA) with the following statements.

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Assessment
1. I am meeting my educational objectives in my program of study.					
2. Courses are offered at times that meet my scheduling needs.					
3. My major courses are up-to-date and include the content that I will need after I graduate.					
4. The quality of academic advising is sufficient to meet my needs.					
5. I have access to technology on campus that I need in my program of study.					
6. I have access to out-of-class assistance that I need.					
7. I am satisfied with the quality of instruction that I have received in my major courses.					
8. Overall, I am satisfied with my program of study.					
9. My academic advisor provides me with adequate information.					

10. Strengths of the program are:

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11. Recommendations for improving the program are:

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*Thank you for participating in this survey!*

**PROGRAM REVIEW  
ADVISORY COMMITTEE MEMBER SURVEY**

*Please complete the following survey in order to help us improve our programs of study at Piedmont Community College.*

*Please indicate the following:*

**Name of program:** \_\_\_\_\_

1. My advisory committee meets at least once each year.      **YES    NO**

*Tell us if you Agree Strongly (AS), Agree (A), Disagree (D), Disagree Strongly (DS), or have No Assessment (NA) with the following statements.*

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Assessment
2. When joining the advisory committee, I was informed of the role the committee plays in strengthening the program.					
3. I am aware of the content of the program.					
4. I am kept informed of any changes.					
5. This advisory committee is active and contributes useful suggestions to enhance the program.					

*Please use the space below to provide suggestions about how we can improve either the role of your advisory committee or the program of study.*

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**PROGRAM REVIEW – EMPLOYER SATISFACTION SURVEY**

Please complete the following survey in order to help us improve our program at Piedmont Community College. Your responses are kept confidential.

Please provide the name(s) of the program(s) that you hire from: \_\_\_\_\_

Tell us if you Agree Strongly (AS), Agree (A), Disagree (D), Disagree Strongly (DS), or have No Assessment (NA) with the following statements.

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Assessment
1. This employee possessed the entry-level technical skills needed when employed by our firm.					
2. This employee possessed the entry-level human relations skills needed when employed by our firm.					
3. This employee possessed the specific job-related knowledge needed when employed by our firm.					
4. This employee possessed the writing and speaking skills needed when employed by our firm.					
5. This employee possessed the mathematic skills needed when employed by our firm.					
6. This employee possessed the problem solving skills needed when employed by our firm.					
7. This employee possessed the organizational & planning skills needed when employed by our firm.					
8. Overall, I am satisfied with the education that this employee received at Piedmont Community College.					
9. This employee’s program of study at Piedmont Community College was up-to-date and current with the needs of the local labor market.					
10. I would gladly hire additional PCC graduates of this program.					

What recommendations do you have to strengthen this program at PCC?

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*Thank you for participating in this survey!*

### PROGRAM REVIEW – FACULTY SURVEY

Please indicate the following:

**Name of Program:** \_\_\_\_\_

*Tell us if you Agree Strongly (AS), Agree (A), Disagree (D), Disagree Strongly (DS), or have No Assessment (NA) with the following statements.*

Your responses will be kept confidential. Please be sure to provide honest and accurate responses to the statements below.

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Assessment
1. The facilities in which I teach my classes are adequate.					
2. The equipment that I use to teach my students is adequate.					
3. The instructional supplies needed to teach my students are adequate.					
4. The content of programs in my teaching area is up-to-date with the needs of the employment market.					
5. The technology I use in my classes and labs is current with the employment market.					
6. I receive information about the division and college issues in a timely manner.					
7. I am involved in decisions that affect programs in my department.					
8. I receive the support and assistance I need to be an effective member of my department.					
9. I receive adequate communications about the college mission, activities, and other issues relevant to my faculty assignment.					

10. The particular strengths of my department are:

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11. My recommendations for improving my department or division are:

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*Thank you for participating in this survey!*

### PROGRAM REVIEW – GRADUATE SURVEY

Please complete the following survey in order to help us improve our programs of study at Piedmont Community College.

Your name: \_\_\_\_\_  
*(Please print – this will remain confidential)*

My major program of study at Piedmont Community College was \_\_\_\_\_

**Please answer the following questions:**

1. I am currently employed (circle one).            YES    NO

2. Name of employer \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_

3. My job requires me to use the skills that I learned in my program of study at Piedmont Community College (circle one).            YES    NO

4. I am pursuing additional college work at (mark all that apply):  
 Piedmont Community College             Another Community College  
 A Private University                         A Public University  
 Not Applicable

*Tell us if you Agree Strongly (AS), Agree (A), Disagree (D), Disagree Strongly (DS), or have No Assessment (NA) with the following statements.*

	AS	A	D	DS	NA
5. My program of study at PCC allowed me to learn the skills I needed on my first job after graduation.					
6. My major courses at PCC were up-to-date and included what I need on my job.					
7. I am satisfied with the quality of instruction that I received in my major courses at PCC.					
8. I am satisfied with the content of my major courses at PCC.					
9. I am satisfied with the quality of academic advising that I received at PCC.					
10. I am satisfied with the technology that was available to me in my major courses.					
11. I am satisfied with the assistance that I received outside of class in my major courses.					
12. I would recommend PCC to a friend.					

**Over**

Please complete these two statements:

13. Strengths of my program at PCC were:

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14. Recommendations to improve my educational program at PCC are:

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Please feel free to make any additional comments about your program of study at PCC.

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*Thank you for participation in this survey!*

**Distance Learning Review** *(completed by the committee)*

1. How is the use of DL courses related to the goals and mission of your program?
2. Faculty who teach distance education courses (hybrid or Internet) need to receive appropriate training. How have faculty, both full and part time, received appropriate training to teach DL courses?
3. What are the current training needs?
4. The college has established policies and procedures related to the ownership of materials, copyright issues, and compensation. How are you ensuring that faculty are aware of these policies and procedures?
5. Who primarily teaches DL in your program, full or part time faculty?
6. How do you ensure that appropriate library or online resources are made available to students?
7. How do you ensure the rigor of courses and quality of instruction in DL courses?
8. How do you evaluate the educational effectiveness, including assessments of student learning outcomes, student retention, pass rates, and student satisfaction in DL courses? Do you have data that compares DL courses with traditional courses? How does faculty satisfaction compare?
9. What measures are in place to evaluate the timeliness and appropriateness of interaction between students and faculty and among students in DL courses?
10. If you have students who are taking courses only online, how can the student be assured that the course he/she needs to complete the program will be available?

**Facilities Assessment**

Please provide information regarding your classroom needs in the tables below.

**Fall 2010**

<b>Room</b>						
<b>Course(s)</b>						
<b>Technology or Equipment Required</b>						

**Spring 2011**

<b>Room</b>						
<b>Course(s)</b>						
<b>Technology or Equipment Required</b>						

Additional Comments/Recommendations:

## Piedmont Community College

## Program Outcomes Tables

Upon completion of the **Program**, the graduate will be able to (select appropriate verb):

<b>Program Outcome</b>	<b>Student Learning Outcome</b>	<b>Measure of Assessment and Criteria for Success</b>
1)		
2)		
3)		
4)		

Piedmont Community College

Assessment Report

PROGRAM: \_\_\_\_\_

<i>Program Outcome</i>	<i>Student Learning Outcome</i>	<i>Measure of Assessment and Criteria for Success</i>	<i>Assessment Results</i>	<i>Use of Assessment Results</i>
1)				
2)				
3)				
4)				