



Program/Unit Review Handbook 2010-2011

Introduction

Title 4, Chapter 14, Section 4.1 of the Board of Regents' Handbook states that "a review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality and to determine if need, student demand, and available resources support their continuation."

Truckee Meadows Community College has established the Program/Unit Review process in compliance with these policies. The self-study also consolidates three individual processes—student learning outcomes and assessment, program review, and the educational master plan—into a single document. It provides an integrated, strategic approach to on-going instructional development and improvement.

Through the self-study and approval process, the program/unit will compile all assessment activities for a five-year period into a single document. Sections of the Educational Master Plan (EMP) for the individual program/units will be updated annually with content developed for the self-study as well. And, as noted on page 4, the Vice President of Academic Affairs and Student Services (VPAA/SS) will provide summaries and approved recommendations to the Planning and Budget Council related to specific resource requests by each self-study. Besides the Educational Master Plan updates, approved recommendations may also be incorporated in other college planning documents, including enrollment, staffing, facilities, technology, and the overall TMCC Master Plan contingent upon need and resources.

Please refer to the timeline on page 5 which clearly defines the steps and dates of the process. Each step makes recommendations that are accepted, modified or rejected at the next level. The review cycle is five (5) years. However, depending on changes affecting a program/unit and numerous other circumstances, a program/unit may be monitored more frequently. The Program/Unit Review process is divided into the following components:

- Introduction
- Demographics and Enrollment
- Curriculum
- Resources

Each self-study committee should establish an internal timeline in concert with their department chair and dean.

Roles and Responsibilities throughout the Program/Unit Review process

- A. Self-study Committee
 - 1. Membership (six to ten members)
 - a. Department chair/director/coordinator/lead instructor (chairs the self-study committee).
 - b. No less than one (1), but no more than five (5) faculty members from Instructional Unit/Program.
 - c. One faculty member from outside the school (may include counseling and library).
 - d. One classified staff member.
 - e. One student or alumni member.
 - f. Optional representative from an external organization (advisory board, articulation committee, etc.).
 - 2. Chair Duties
 - a. Work with academic dean to identify committee members.
 - b. Attend Program/Unit Review Committee (PURC) orientation held during fall semester Professional Development Days at the beginning of the self-study year.
 - c. Schedule and monitor activities necessary for completion of self-study.
 - d. Represent committee by meeting with the PURC to provide an overview as well as answer questions related to the self-study findings and development strategies.
 - 3. Committee Duties
 - a. Complete the academic review guidelines in Appendix A.
 - b. Active involvement of all members in researching findings and developing strategies.
 - c. Incorporate results of student learning outcomes into the analysis of program/unit's effectiveness.
 - d. Validate findings for accuracy and relevance.
 - e. Provide citations for all external data presented in self-study.
 - f. Sign preliminary report for submission to appropriate academic dean's office on or before self-study deadline.
 - g. Revise self-study upon discussion and recommendation from the academic dean.
 - h. Submit signed and electronic copies of final self-study to dean for subsequent submission to PURC.
 - i. Present findings to appropriate stakeholders (advisory committees, accreditation agencies, etc.).
- B. Program/Unit Review Committee
 - 1. Membership (eight to twelve members).
 - a. One representative appointed by Faculty Senate (co-chair).
 - b. One representative appointed by Vice President of Academic Affairs and Student Services (co-chair).
 - c. One representative from Institutional Research.
 - d. Chairperson of Student Learning Outcomes and Assessment Committee.
 - e. One department chair selected by academic deans (not under review).

- f. One academic dean selected by Deans and Directors Council (preferably from a different unit than department chair representative).
 - g. One representative from Finance Administration who also is a member of the Planning and Budget Council.
 - h. Four (4) faculty representatives, one each selected from the individual Academic Administrative Units (schools).
2. Duties
- a. Each member will serve a three-year term. Terms will be staggered to ensure continuity and smooth transitions.
 - b. Organize annual orientation for self-study chair persons during year prior to self-study.
 - c. Conduct thorough review of Instructional Unit/Program self-studies, conduct constructive discussions with self-study representatives, and formulate appropriate recommendations on or before established deadlines.
 - d. Solicit input from outside organizations when appropriate.
 - e. Complete signature page with recommendations for submission to VPAA/SS on or before established deadline.
- C. Academic Dean duties
1. Work with the department chair and self-study chair to establish the committee and help coordinate orientation sessions as needed prior to the start of the formal process.
 2. Complete analysis of program/unit's funding resources (self-study report Appendix A).
 3. Confirm accuracy, relevance, and completeness of self-study and supporting documentation.
 4. Validate self-study findings and development strategies.
 5. Work with self-study committee to make necessary revisions prior to submission to PURC.
 6. Sign and submit final self-study in printed and electronic formats to PURC by established deadline.
 7. Participate with self-study chair person in the review and discussion of self study findings with the PURC.
 8. Include appropriate final recommendations in school's strategic plan.
 9. Ensure final recommendations form basis of annual plans within the department/program/unit.
 10. Provide progress report in electronic format to VPAA/SS on each recommendation until each is implemented or revised.
- D. Vice President for Academic Affairs and Student Services duties
1. Maintain master calendar for Program/Unit Reviews on five (5) year cycle.
 2. Notify academic deans, Institutional Research office, and scheduled program/units of upcoming self-studies by mid-April of the academic year prior to the deadline for the self-study.
 3. Help organize and participate in self-study orientation sessions established by PURC co-chairs.
 4. Review self-study and PURC recommendations. May reject, revise, or accept report and/or recommendations.

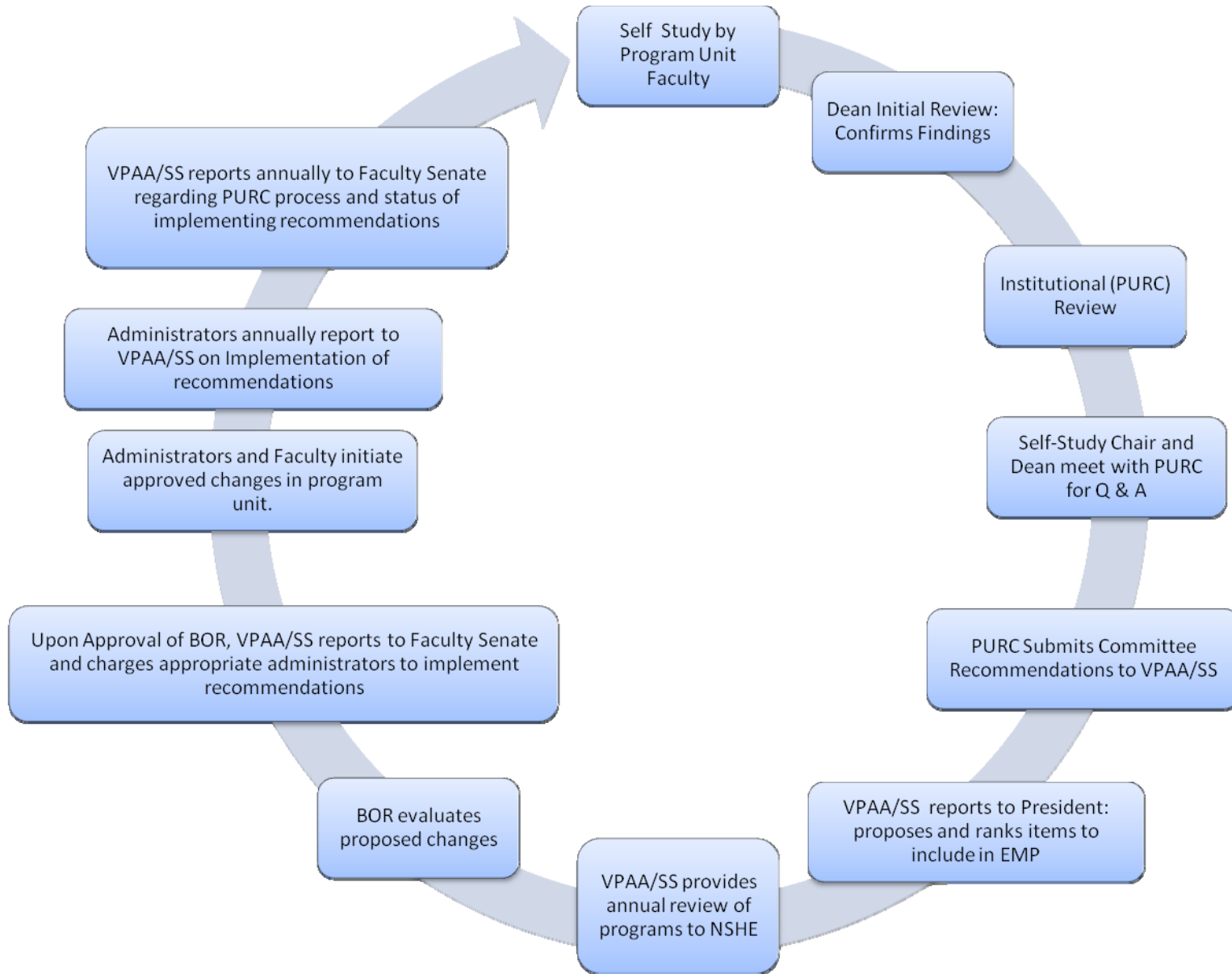
- a. If VPAA/SS accepts self-study and recommendations, he/she submits report and recommendations to the college president.
 - b. If VPAA/SS rejects self-study and/or recommendations.
 - i. Notify self-study chair, dean, and PURC of rejection.
 - ii. Enumerate specific deficiencies which must be addressed.
 - iii. Establish a new deadline for revised self-study with dean and PURC.
 - c. If VPAA/SS revises self-study and/or recommendations.
 - i. Notify self-study chair, dean, and PURC of planned revisions.
 - ii. Provide opportunity for discussion and/or input prior to making revisions.
 - iii. Once revisions are finalized, follow procedures of accepted recommendations.
5. Provide updates and recommendations as needed to Planning and Budget Council.
 6. Provide information on finance and budget recommendations by unit.
 7. Revise Educational Master Plan and Enrollment Strategic Plan upon receipt of President's approval.
 8. Provide annual review of programs to Nevada System of Higher Education and makes presentations as requested.
- E. College President duties
1. Review self-study and may reject, revise, or accept report and/or recommendations.
 - a. If president accepts self-study and its recommendations, he/she notifies VPAA/SS, academic dean, and self-study chair.
 - b. If president rejects self-study and/or recommendations.
 - i. Notify VPAA/SS of rejection.
 - ii. Enumerate specific deficiencies which must be addressed.
 - iii. Establish with VPAA/SS a new deadline for revised self-study.
 - c. If president revises self-study and/or recommendations.
 - i. Notify VPAA/SS of planned revisions.
 - ii. Provide opportunity for discussion and/or input prior to making revisions.
 - iii. Once revisions are finalized, follow procedures of accepted recommendations.
 2. Advocate as necessary for resources to continue, improve, or approve the elimination of the Instructional Unit/Program if necessary.

Timeline:

Please note: This timeline is effective for the 2010-11 Program Unit Review process only

- A. Preparation timeline
 1. August – early September 2010 – VPAA/SS notifies deans, and institutional research of scheduled self-studies.
 2. September 15, 2010 – Dean identifies self-study chairperson and notifies PURC and Institutional Research.
 3. September 17, 2010 – Self-study chairperson and dean select all members of self-study committee.
 4. Mid to late September 2010 – PURC co-chairs notify self-study chairperson of upcoming orientation.
- B. Self-study timeline
 1. September 30, 2010 – Institutional Research submits data template to self-study chairperson.
 2. Mid to Late September 2010 – Self-study chairperson attends orientation hosted by PURC co-chairs during professional development days.
 3. October 4, 2010 – Self-study committee begins process.
 4. November 15, 2010 – Self-study chair provides dean with a status report.
 5. December 15, 2010 – Self-study is submitted to dean.
 6. February 1, 2011 – Dean submits self study to PURC.
 7. March 10 – April 10, 2011 – PURC conducts review session with self-study chair person and dean.
 8. April 10, 2011 – PURC submits self-study with recommendations to VPAA/SS.
 9. May 1, 2011 – VPAA/SS submits recommendations to President.
 10. May 15, 2011 – President prioritizes recommendations for inclusion in master plans.
- C. Implementation timeline
 1. July 1, 2011 – President advises VPAA/SS, Dean, and self-study chair of acceptance.
 2. August 15, 2011 – Dean and department chairs/directors/coordinators implement final recommendations into school, department, and faculty annual plans.
 3. Mid-summer 2011 - VPAA/SS submits self-study and recommendations to NSHE.
 4. April 15, 2012 – Self-study chairperson submits progress report to dean.
 5. May 1, 2012 – Dean submits progress report to VPAA/SS.
 6. May 15, 2012 – Administrative units provide progress reports on specific recommendations.

PURC Process



Glossary

Credentials: The formally recognized documentation of a student's completion of a field of study: Associate of Arts, Associate of Science, Associate of Applied Science, Associate of General Studies, and Certificate of Achievement. Credentials also include recognized emphases within individual degrees or certificates.

Department: A formally recognized academic organization within a school or division. It will include at least one program or discipline.

Discipline: A sequence of related courses using one prefix which do not lead directly to an academic credential in and of themselves. Core Humanities is an example.

Instructional Unit: Defined by departments or programs or disciplines as constituting a single logical organization of courses and/or credentials. This organization is the subject of the self-study process.

PDCAR: The Program, Discipline, and Course Assessment Report. Faculty submit annual PDCAR documents that describe the results of assessment activities for the current academic year.

Program: An academic organization that offers at least one formal academic credential (AA, AS, AAS, AGS, CA). A program may be part of a larger department, such as the Engineering program in the Physical Sciences department, or operate independently such as Dental Hygiene.

APPENDIX A

Program/Unit Review Outline

Revised 10/05/2010

INSTRUCTIONS

Organize all sections of the self-study using the outline below. The **Introduction** section and the following subsections will be used to update the Educational Master Plan: **Enrollment Development Strategies, Curriculum Development Strategies, Resources Development Strategies**. Please provide all information requested in each of these sections.

Not all requested information in the analysis sections will be applicable to all program/units. The self-study may respond to these requests with "Not Applicable." On the other hand, the self-study should include any additional information/findings it deems pertinent which specifically address the individual program/unit.

Accredited programs may provide requested information in this Program/Unit Review by indicating a reference to a *specific page* in their official accreditation self-study report. The complete accreditation self-study report must be attached to the Program/Unit Review self-study.

Prior student learning outcome assessment results must be included in analysis of effectiveness, where applicable. The sources for all data, projections and forecasts must be cited in the report body, including those provided by Institutional Research.

The cover page must be completed and signed by all members of the self-study committee.

The following sections of the self-study report will be replicated for the program/unit's section of the Educational Master Plan and must conform to the appropriate format and include required tables and/or charts:

- Introduction (sections I.A. – I.D.)
- Enrollment Development Strategies (sections II.E.1. – II.E.4.)
- Curriculum Development Strategies (sections III.H.1. – III.H.3.)
- Resource Development Strategies (sections IV.E.1. – IV.E.3.)

The report template is designed for two-sided printing.

I. INTRODUCTION

This section will be included in the Educational Master Plan.

A. Mission statement

In addition to the official mission statement for the program/unit, include a description of how this mission is related to the department's mission (if this program/unit belongs to a department with multiple units), as well as its relationship to the overall college mission.

B. Degrees, certificates, and/or non-credit courses offered

List the degrees, certificates, and/or non-credit courses offered.

C. Primary goals/objectives

Describe the goals and objectives of the program/unit.

D. Factors expected to affect future

Describe both internal and external conditions expected to affect the future of the program/unit.

II. DEMOGRAPHICS AND ENROLLMENT

Provide a detailed analysis in each subsection about the demographics of the student population in this program/unit as provided by Institutional Research.

A. General student demographics

Analyze general student demographics compared to college, community, and (if applicable) industry:

All demographic analysis should compare program/unit's statistics to the school, college, community, and industry (where appropriate and available).

The following links are provided for career and technical programs to gather information related to industry statistics:

US Bureau of Labor Statistics:

<http://www.bls.gov/data/#employment>

NV Dept of Employment, Training, & Rehabilitation:

<http://www.nevadaworkforce.com/?PAGEID=67&SUBID=197>

For additional data, please contact the Office of Institutional Research.

Age

Gender

Ethnicity

B. Student status

All student status analysis should compare the program/unit's statistics to the school and college.

Educational status (new, continuing, transfer)

Enrollment status (full-time, part-time)

C. **Student recruitment activities**

Please indicate specific recruitment activities in which the program/unit participates annually. This may include college-wide events or special activities organized by the department/program.

Underserved student populations

Analyze data with regard to underserved students and describe recruitment efforts.

D. **Enrollment patterns**

Include data comparing the program/unit's enrollment patterns to the school and college. Please explain any factors that contribute to variations from averages and, if necessary, describe deficiencies that should be improved. Where appropriate, compare statistics of online sections with traditional sections.

Number of sections

Full-time equivalent enrollment (FTE)

Retention rates

Student to faculty ratios

Number of declared degree/emphasis seekers (where appropriate)

Student success rates (completion/graduation rates, where appropriate)

E. **Enrollment development strategies**

This section will be included in the Educational Master Plan and all requested information must be completed. Please include the updated Educational Master Plan data profiles developed by Institutional Research on enrollment patterns and faculty/staff FTE.

1. ***Demographic findings and strategies***

Briefly summarize demographic findings and recommend strategies to address variances revealed through the comparison of the program/unit to the school, college, and industry (when available).

2. ***Student status findings and strategies***

Briefly summarize the student status findings and recommend strategies to address variances revealed through the comparison of the program/unit to the school and college.

3. ***Enrollment patterns and strategies***

Briefly summarize enrollment patterns and recommend strategies.

4. ***Student success rates and strategies***

Briefly summarize student success rates and recommend strategies.

III. **CURRICULUM**

This section must describe the results of student learning outcomes assessment used to evaluate and improve instructional effectiveness. It should also outline other processes used to develop and monitor the curricula taught in the program/unit. The description may include faculty review, state requirements, national standards, peer institution requirements, etc.

A. **Degree/emphasis assessment report(s)**

This area should concentrate on the results of the degree/emphasis assessments and modifications implemented as the result of assessment. Some programs/disciplines may have multiple assessment reports based on the number of degrees and/or certificates.

B. **Course assessment reports summaries**

Please provide a list which shows all courses offered by the program/unit and the dates of the most recently completed assessment report for each. Include a brief summary of the results and any modifications made based on those results. Note that this data comes from the PDCAR reports.

C. **Assessment driven improvements**

Please describe changes made to the program/unit's degrees, certificates, and/or courses in the past five years that were the direct result of student learning outcomes assessment.

D. **Evaluating relevancy of curriculum**

This section should describe processes for regular review and update of curriculum. Please describe any recent curriculum changes based on your evaluations.

Course content

Degree/certificate requirements

Methods of instruction

Faculty qualifications (i.e., required industry certifications, minimum degrees, etc.)

E. **Post-completion objectives (transfer, job placement, etc.)**

For transfer programs, list articulation agreements (include agreements in addendum).

For career and technical programs, provide labor market data for region.

F. **Secondary student preparation efforts**

For degree/emphasis programs, describe efforts to help secondary students prepare to enter program (i.e., Tech Prep agreements, Advanced Placement, etc.).

G. **External review**

For degree/emphasis programs, explain efforts to obtain input from external sources (i.e., articulation committees, advisory boards, etc.).

H. Non-credit training

List non-credit training offered (if any) and its impact on the program/unit.

I. Curriculum development strategies

This section will be included in the Educational Master Plan and all requested information must be completed. For career and technical programs, include labor market data available from the following sites:

US Bureau of Labor Statistics:

<http://www.bls.gov/data/#employment>

NV Dept of Employment, Training, & Rehabilitation:

<http://www.nevadaworkforce.com/?PAGEID=67&SUBID=197>

1. Assessment findings and strategies

Briefly summarize results of student learning outcomes assessment reports and outline strategies and timeline to incorporate recommendations based on outcomes.

2. External resource recommendations and implementation plans

Briefly summarize appropriate recommendations of external sources and implementation plans.

3. Anticipated factors affecting curriculum and strategies

Identify factors that are anticipated to affect curriculum/instruction in the next five years as related to student learning outcomes and other factors and strategies to address them.

IV. RESOURCES

This section describes the personnel and physical resources currently available in the program/unit. Please describe recent changes in resource allocations, such as new positions or vacancies. Where available, please include comparisons to national averages or requirements (usually required in accredited programs).

A. Faculty and staff

Describe characteristics of faculty and staff.

1. Required faculty credentials

Describe specialized professional development and/or certifications required for faculty to maintain currency (past and future).

Full-time to part-time faculty ratio (compared to college average)

2. Required classified credentials

Describe specialized skills (if any) of classified staff and necessary on-going training.

Classified FTE

- B. **Facilities**
Briefly describe facilities used by program and address unique requirements (if any).
- C. **Technology**
Identify technology necessary for both the content of the curriculum (if applicable) and delivery of instruction, i.e., computer classrooms, specialized labs, internet resources, etc.
- D. **Funding sources**
Using the dean's analysis of funding sources in Appendix A, identify noteworthy or unique resources and/or practices that impact the program/unit.
- E. **Resources development strategies**
This section will be included in the Educational Master Plan and all requested information must be completed.
1. ***Staffing issues and strategies***
Briefly summarize staffing issues and/or needs within a proposed five-year plan supported by current data and standards. Include a summary of the current staffing (full-time vs. part-time) on the ability of the program/unit to conduct effective student learning outcomes assessment.
 2. ***Facilities and desired capital improvements***
Briefly summarize facility needs (if any) and recommend capital improvements needed.
 3. ***Funding allocations and development strategies***
Briefly summarize funding allocations and outline plans to seek additional resources, if necessary.

Required Appendices:

Appendix A: Dean's analysis of funding resources.

Analyze adequacy of funding sources utilized by the program, such as:

- State-supported operating budgets
- Lab fees
- Special fees
- Grants
- Income from non-credit training
- Donations
- Other

Appendix B: Degree and certificate worksheets from college catalog (not applicable for discipline-only units).

Appendix C: Complete data provided by Institutional Research.

Appendix D: Accreditation or certification self-study/reports (where applicable).

Recommended Appendices:

- Advisory committee membership list and meeting minutes from preceding years
- Articulation committee membership list and current agreements
- Tech Prep agreements
- List of grants and donations acquired in preceding year