Columbia Gorge Community College Academic Program Review Process

The definition of a program is "*a coherent body of classes preparing students for college level work, a credential, certificate, or degree.*"

Where appropriate and dependent upon the configuration of the program and expectations from external reviewers, the Academic Program Review process will include the following levels of involvement and internal approval steps:

1. Discipline Level – faculty driven
2. Department Level – faculty driven
3. Director Level – faculty and administration
4. Chief Academic Officer Level – administration to administration and to Institutional Assessment Committee as information and reporting item
5. Executive Level – CAO to Executive Leadership Team and Dr. Toda as information item
6. Board Level – CAO to Board as information item

Section One: Mission and Goals

Describe the mission of the department

List the goals and objectives for the department for the next review cycle

Section Two: Description of the Department

Describe the present composition of the department in terms of:

A. Include listing of classes, degrees, and certificates offered

B. Provide number and qualifications of faculty and staff. Include position descriptions as an addendum.

C. Provide the current budget resources for personnel, essential supplies, and equipment necessary to support the program and student success.

Section Three: Action on Previous Review's Recommendations

Describe what actions have been taken on each of the previous recommendations given by the department or external entity (if a prior review has been done) and achievement of benchmarks or targets set by the department to address the recommendations.

Section Four: Assessment of Key Functions and Data Elements

Use assessment spreadsheet or prepare a qualitative summary to review the department's key functions and data elements:

- Faculty census (number of adjunct and full-time faculty)

- Use of Professional Development funds to improve teaching and learning strategies

- Other activities and opportunities in which faculty have been engaged that support faculty success (internal training such as in-service workshops, training in the use of data or college systems, mentoring, internships with business, committee membership, etc.)

- Courses reviewed as per department schedule or within the last three years

- Enrollment data per year since the last review

- Student retention in classes in the department, progression term to term and year to year, and graduation rates for the department (may be aggregated or done per discipline to provide best data for the department)

- Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, Foundations of Excellence, involvement with and student attendance at co-curricular activities, involvement with new student orientation, etc.)

Section Five: Analysis of Assessment and New Recommendations

Based on analysis of the review:

- What new recommendations are being set by the department for the next review cycle?

- What benchmarks will be used for assessment of the recommendations and any new activities being implemented during the next review cycle?