



Curriculum & Program Review Instrument

Introduction

LCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which operates under an established set of [accreditation standards](#). The standards require that faculty take responsibility for assessment of student learning outcomes. LCC's Curriculum and Program Review Template provides a guide for that work. The process is facilitated by the Instructional Assessment Committee with administrative, technical and logistical support from Effectiveness and College Relations.

Schedule

A complete Curriculum and Program cycle is two years. All programs at LCC follow the same [Curriculum and Program review schedule](#). Activities are facilitated on designated assessment days, which are assigned by LCC's calendar committee and appear on the college's [annual calendars webpage](#).

	Year 1	Year 2
Fall	F. Closing the Loop (F-9 through F-11) A. Enrollment, Course Success and Equity	D. Outcomes and Equity
Winter	B. Environment	E. Action Plans
Spring	C. Curriculum	F. Peer Sharing and Administrative Review (through F-8)

*Peer sharing to occur on designated assessment day; administrative review to occur throughout the remainder of the quarter and over the summer if additional time is needed.

Values

We, the Instructional Assessment Committee on behalf of faculty, value:

1. Interdisciplinary interaction.
2. Group and individual (and/or departmental) time to work on assessment.
3. Professional development and active learning in support of every faculty member's growth in assessment.
4. Retaining designated time on the academic calendar for assessment work.

We will strive to uphold these values and achieve a welcoming and supportive environment for all faculty by:

5. Offering an assessment orientation session every quarter.
6. Assigning each new faculty member an assessment mentor from the Instructional Assessment Committee.
7. Inviting new faculty members to attend Instructional Assessment Committee meetings.
8. Providing ongoing support throughout each assessment day via in-person, Zoom and/or phone support from Effectiveness and College Relations.
9. Ensuring that faculty have the necessary links and resources available to complete assigned Curriculum and Program Review (C&PR) work via the assessment day agenda and faculty-staff website.

Template

Section A: Enrollment, Course Success and Equity

Resources for this section (authorized LCC personnel only):

- [LCC Data Dashboard links in shared Curriculum and Program Review Google drive](#)
- [Data Resources Google drive containing spreadsheets with institutional and program/course specific data to help you answer the questions in Section A \(look for this quarter's subfolder\)](#)
- [Diversity, Equity and Inclusion \(DEI\) Resources on the LCC website](#)

Note: include the proportion and year/quarter reference in your data responses below. Don't replace any previous entries - we want to build some data history here.

The course success dashboards are separated by discipline by request of the Instructional Council. Math and English are in one dashboard; all other disciplines are in the other.

Program Enrollment

If your course or program information does not appear on the dashboard as expected, or if demographic breakouts are not appearing as expected, it is likely due to small 'n' size. If you would like to limit course success data to students enrolled in your career pathway, be sure to select the "...by Career Pathway" dashboards.

A-1) What proportion of students with economic disadvantage were enrolled in your program, discipline or pathway during the most recent fall quarter for which data is available? *Include both the proportion and year/quarter reference in your response, as well any details about the data such as the name of the program, discipline, or pathway you are assessing.*

A-2) What proportion of female students were enrolled in your program, discipline or pathway during the most recent fall quarter for which data is available? *Include both the proportion and year/quarter reference in your response, as well any details about the data such as the name of the program, discipline, or pathway you are assessing.*

A-3) What proportion of White only, non-Hispanic students were enrolled in your program, discipline or pathway during the most recent fall quarter for which data is available? *Include both the proportion and year/quarter reference in your response, as well any details about the data such as the name of the program, discipline, or pathway you are assessing.*

A-4) Compare your responses to the institutional enrollment data provided in the resource section above. How do the demographics in your program, discipline or pathway compare to the institution?

A-5) How does the most current data compare to previous years? Has there been any change in terms of enrollment by sex, economic disadvantage, or race/ethnicity over time?

A-6) Based on your responses to questions A-1 through A-3 and other information you mined through the college's data dashboards or other sources, what demographic groups are missing from your program, discipline or pathway? What actions do you need to take to move toward more equitable access? Be as specific as possible.

Course Success

A-7) What proportion of students were successful (earned a 'C' or better) in one of the courses you teach often, for the most recent year for which data is available? *Include both the proportion and year reference in your response.*

A-8) What proportion of students of color were successful in the same course you identified in the question above? *Include both the proportion and year reference in your response.*

A-9) Based on your responses above (and other data available to you through the dashboards or other sources), what student populations are performing less well in your course? Why do you think that's the case? Use the dashboard and other data resources to drill down further into the data and include additional reflections here (example: drill down into more specific race/ethnicity categories, or use multiple filters to compare sub-groups such as male vs. female students of color).

A-10) How does the most current data compare to previous years? Has there been any change in terms of who is succeeding in the course you identified?

A-11) What can you do to ensure more equitable student success in your identified course? Include specific action plans or ideas here.

Reflection question for all faculty

A-12) What is the most valuable insight you gained from responding to the questions in this section (in the current cycle) that is applicable to your faculty role?

Global Skills

A-13) Review the Global Skills Assessment Schedule on LCC's [Assessment Schedule webpage](#) and write the Global Skill we are assessing this year in the box below.

A-14) Visit LCC's [Global Skills Assessment webpage](#) and review the rubric for the skill identified in the box above. Mark the box below to confirm that you have reviewed the rubric. (answer text: "I confirm that I have reviewed the rubric for the Global Skill LCC is assessing this year.")

A-15) Identify one project or assignment from the courses you teach in which students can demonstrate the Global Skill being assessed this year. Be as descriptive as possible. If you need help, please ask a member of the Instructional Assessment Committee for assistance.

Section B: Environment

Resources for this section:

- [LCC Job Market Data](#)
- [Bureau of Labor Statistics Occupational Outlook Handbook](#)
- [Bureau of Labor Statistics Occupational Outlook Handbook by field of degree \(good for transfer disciplines\)](#)
- [Washington Career Bridge](#)
- [Employment Security](#)
- [Explore Our Colleges \(SBCTC website - includes links to all 34 colleges in Washington\)](#)
- [Find a Program \(state website that allows you to search for specific programs\)](#)
- [Estimated employment rates and wage information for prof/tech programs](#)
- [Course Equivalency Guides](#)

Job Market

B-1) What does the labor market look like for your program or discipline? What kind of job environment do you think your students will experience when they finish their education? Is the job outlook shrinking or expanding? Will your students need to earn additional credentials or move out of the area in order to find employment in the field? Include relevant thoughts and reflections here.

B-2) Professional/technical faculty only, in addition to the sources above, please also review the estimated employment rates and wage information for your graduates. Are the rates and wages in a range that you would expect? Share any reflections or concerns here.

B-3) Compare job market data found in this C&PR cycle to past cycles. Are opportunities in your field increasing or decreasing for your students?

B-4) What changes or adjustments do you think are needed in your program or discipline to ensure that your students stay on a viable career pathway?

B-5) Are there other programs or disciplines related to your field that present growth opportunities for LCC?

Competitors and Industry Standards

B-6) What similarities and differences do you notice between your program or discipline and what's offered at other institutions? Start by spending some time exploring nearby or similar institutions in the Washington system. Start with the "Explore Our Colleges" and "Find a Program" websites identified in the resource section.

B-7) Are there best practices, industry standards, or specialized accreditations defined for your program or discipline? If so, please describe and include any relevant links here.

B-8) Describe any areas of concern regarding the transferability of courses in your discipline or program to baccalaureate or applied baccalaureate that could impact student success. Start with the Course Equivalency Guides identified in the resources section.

B-9) After reviewing the competition and current industry standards, do you think any changes are needed in your program or discipline to make sure we're staying relevant?

Reflection question for all faculty

B-10) What is the most valuable insight you gained from responding to the questions in this section (in the current cycle) that is applicable to your faculty role?

Section C: Curriculum

Resources for this section:

- [LCC Catalog](#)
- [Course descriptions in LCC Catalog](#)
- [Course Plans](#)
- [Curriculum Committee webpage \(includes links to handbook and forms\)](#)

C-1) Review course listings for your program or discipline as they appear in the current LCC Catalog. For any course that has not been offered for at least three years, either submit the appropriate Curriculum Committee form for deletion, or write a short justification here for why it should be maintained.

C-2) Are new courses being considered for development? If so, how do the new courses contribute to students earning the intended credential?

C-3) If you have sequential courses in your program or discipline, how do you ensure that the courses align and promote progression in student learning?

C-4) Review each Course Plan in your discipline. Summarize any changes you have made recently or plan to make to strengthen student outcomes attainment.

C-5) Include any additional changes or reflections here on how you plan to improve or strengthen student learning outcomes attainment in your program or discipline.

Reflection question for all faculty

C-6) What is the most valuable insight you gained from responding to the questions in this section (in the current cycle) that is applicable to your faculty role?

Section D: Outcomes and Equity

Resources for this section:

- [Degree Requirements in LCC Catalog](#)
- [Course descriptions in LCC Catalog](#)
- [LCC Global Skills](#)
- [Diversity, Equity and Inclusion \(DEI\) Resources on the LCC website](#)

Questions for all faculty

D-1) List the student learning outcomes for your program or discipline (or link to an online resource where they are listed).

D-2) List the course or courses that are most critical for student development of each of the outcomes identified in D-1.

D-3) If you require or offer courses that are not directly linked to the identified student learning outcomes, please provide a justification for why that course or courses are being offered.

D-4) For each outcome listed under D-1, please provide evidence demonstrating how your students have performed in recent years. **Include data or a link to data or other documentation here. Any responses that do not include evidence will be considered incomplete.** *Note: include a date reference in your responses to this question. Don't replace any previous entries - we want to build a history of documentation here.*

D-5) Compared to previous C&PR cycles, indicate whether student achievement of learning outcomes is staying the same, increasing, or decreasing over time.

D-6) Review your most recent responses to Section A (Enrollment, Course Success and Equity). Include any *new* reflections or strategies you have employed to reduce opportunity gaps for students in your program or discipline.

D-7) Describe any changes you've made to your teaching methods, curriculum or program as a result of assessing student learning outcomes.

D-8) Identify which Global Skills are demonstrated in each of your courses.

Questions for faculty with external accreditation

D-9) If your program or discipline is externally accredited (above and beyond the Northwest Commission on Colleges and Universities), list the name of the entity or entities here.

Reflection question for all faculty

D-10) What is the most valuable insight you gained from responding to the questions in this section (in the current cycle) that is applicable to your faculty role?

Section E: Action Plans

E-1) Based on what you have learned from this review cycle and other experience, what are the future course development needs in your program or discipline? What new courses are under development now, or are planned? When do you plan to start offering them? What courses do you plan on retiring?

E-2) Based on this review process and your experience in the classroom, where are your students struggling the most? Course by course, what changes are needed to help students be more successful?

E-3) Reflecting on your professional development experiences over the past few years, what specific strategies or ideas have you successfully implemented in your classroom or program?

E-4) What professional development do you need, particularly related to curriculum development and student success?

E-5) How will you apply what you've learned from the Curriculum and Program Review process and any related professional development opportunities you've had to increase achievement of student learning outcomes in your program or discipline?

E-6) What active teaching/learning strategies or other professional development topics would you like to present to the faculty at LCC?

Reflection question for all faculty

E-7) What is the most valuable insight you gained from responding to the questions in this section (in the current cycle) that is applicable to your faculty role?

Section F: Peer Sharing and Administrative Review

Questions for all faculty

Work with a partner from a different discipline than yours, preferably in another Career Pathway, or a small interdisciplinary group. In the time allowed, split your time evenly and ask each other the following questions. Have your partner record their answers in your form/document (or have them provide you with notes so you can transfer the information into your form/document).

F-1) Start by reviewing your C&PR report in the shared Google drive. Describe activities or components of the review that added value to your teaching or other aspects of your faculty role.

F-2) What is the most valuable insight you've gained in this two-year assessment cycle that you were able to apply to your faculty role?

F-3) Compared to previous C&PR cycles, was the most recent cycle more useful, less useful, or about the same as previous cycles? Why?

F-4) Reflecting on the two-year cycle that just concluded, what suggestions do you have for how the review process can be made more useful for you? This information will be shared with the Instructional Assessment Committee.

Questions for deans

F-5) Please indicate that you have reviewed this report by entering your name and today's date here.

F-6) Include comments, observations, or recommendations for the person or persons who completed this report here.

Questions for the Vice President of Instruction

F-7) Please indicate that you have reviewed this report by entering your name and today's date here.

F-8) Include any comments, observations, or recommendations for the person or persons who completed this report here.

Closing the Loop - Faculty Acknowledgement

F-9) Enter your name and today's date to indicate that you have reviewed the feedback from your dean and VPI about your Curriculum and Program Review report.

F-10) If you have comments or questions about the administrative feedback provided, include them here.

F-11) If you made any additions or changes to your action plans or other sections of the report as a result of the review process, document them here.