Curriculum & Program Review

Schedule

All programs at LCC follow the same Curriculum and Program review schedule.

- [VIEW THE CURRICULUM & PROGRAM REVIEW SCHEDULE](#)

Introduction

LCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU), which requires 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.

- [VIEW THE NWCCU STANDARDS FOR ACCREDITATION](#)

Template

Section A: Data & Equity (Phase 1)

Note: Data lab sessions will be held during assessment day on quarters when this section is assigned to faculty. Contact Institutional Research at x 2490 or x 2115 if you need assistance with the dashboards outside of the data lab session.

Program Enrollment Dashboard

A-1.   Review the introduction on the Program Enrollment dashboard, located on the [DATA TOOLS & DASHBOARD WEBPAGE](#). Select the "Enrollment by Economic Disadvantage" tab. Using the drop-down "Program Name" filter, select your program or discipline. What percentage of students with economic disadvantage were enrolled during the most recent fall quarter reflected on the dashboard?

A-2.   Select the "Enrollment by Gender" tab and filter for your program/discipline.

What percentage of female students were enrolled during the most recent fall quarter reflected on the dashboard?

A-3. Select the "Enrollment by Race" tab and filter for your program/discipline. What percentage of White only, non-Hispanic students were enrolled during the most recent fall quarter reflected on the dashboard?

A-4. Using the available filters, identify any equity gaps or patterns. For example, on the "Enrollment by Gender" tab, select "Y" on the drop-down menu for "Econ Disad Ind" and identify whether there are more female or male students enrolled who are experiencing economic hardship. What gaps or patterns did you find notable, if any?

A-5. Based on the equity gaps or patterns you have identified above, what actions do you think are needed, if any?

Course Success Dashboard

A-6. Now access the COURSE SUCCESS DASHBOARD document, open the relevant dashboard (math/English, or all other disciplines), and read the introduction. Using the "Dept Div" drop-down filter, select your discipline. What percent 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 appears on the dashboard?

A-7. Using the drop-down filter under "Gender," select "F" for female. Using the same course as you identified for the previous question, what percent of females were successful in the most recent year for which data appears on the dashboard?

A-8. Using the drop-down filter under "RaceEthCode," uncheck the "All" and "White only" boxes. What percent of students of color were successful in the same course you identified for the two questions above, for the most recent year for which data appears on the dashboard?

A-9. Using the available filters, identify any equity gaps or patterns that you find notable. For example, how does the percent you reported in question A-8 compare to A-6?

A-10. Based on the equity gaps or patterns you have identified above, what actions do you think are needed, if any?

Section A: Data & Equity (Phase 2)

A-11. Start by repeating the questions in Section A: Phase 1 and compare your findings to the previous year. Are the numbers about the same as the year before, or have there been changes?

A-12. How can apply the same principles you've used here to identify potential diversity and equity gaps in your program enrollment and course success rates to student learning outcomes attainment?

Section B: Outcomes

Questions for all faculty

B-1. What are the student learning outcomes for your discipline or program?

B-2. Please identify the course or courses (in your program/discipline) that are most critical for student development of each of the outcomes identified in B-1.

B-3. For each outcome listed in B-1, please provide evidence showing how your students have performed in recent years. **Include data here; any responses that do not include data are incomplete. Links to supporting documents are acceptable.**

B-4. Please describe any changes you have made to your teaching, curriculum or program as a result of assessing your outcomes.

B-5. Please identify where, in your program or discipline, students get an opportunity to demonstrate the GLOBAL SKILLS (please be as specific as possible).

Questions for faculty with external accreditation or defined standards

B-6. If your program or discipline is aligned with externally defined standards, please list the source here (i.e., American Chemical Society, etc.).

B-7. Please list your program outcomes/standards/competencies here.

B-8. Please describe how each of the outcomes/standards/competencies in B-7 is assessed (testing, portfolios, etc.)

B-9. For each outcome/standard/competency listed in B-7, please provide evidence showing achievement of these in recent years. **Include data here; any responses that do not include data are incomplete. Links to supporting documents are acceptable.**

B-10. Please describe any changes you have made to your program as a result of assessing your outcomes/standards/competencies.

Section C: Curriculum

Questions for all faculty

C-1. What courses are in the CURRENT CATALOG but have not been offered in the last three years? Explain the need for maintaining these courses. If they are to be deleted, explain why.

C-2. Are new courses being considered for development? If so, what are they and how would they contribute to the intended outcomes for your discipline or program?

C-3. If you have sequential courses, how is your curriculum constructed and presented? How does it promote progression in student learning?

C-4. Review each Course Plan in your discipline. Summarize any changes you have made in terms of course outcomes, course description, prerequisites, etc.

Questions for academic transfer faculty only

C-5. What courses in your discipline provide distribution credit?

C-6. What elective curriculum is available for students planning to transfer and major in this discipline?

C-7. Review the curriculum at the major public universities (in Washington and Oregon) to which we send our students in order to assess whether we are offering the appropriate lower division courses for students intending to transfer and major in your discipline. Describe any needed modifications. Start your explorations with the Transfer Course Equivalency Spreadsheet available on the DATA TOOLS & DASHBOARDS WEBPAGE.

Section D: Environment

Questions for all faculty

D-1. What does the labor market look like for your program or discipline/career pathway? For example, what is the current job outlook? Start your exploration with the BUREAU OF LABOR STATISTICS, WASHINGTON CAREER BRIDGE, and the EMPLOYMENT SECURITY DEPARTMENT.

D-2. Spend some time looking at nearby or similar institutions in the Washington CTC system (see the "EXPLORE OUR COLLEGES" page on the SBCTC website for a complete list with website links). What similarities and/or differences did you notice between your courses/program and what's offered elsewhere?

D-3. Are there best practices, industry standards or specialized accreditations defined for your program or discipline? If so, please describe.

Questions for professional/technical faculty only

D-4. What feedback have you received from your program's technical advisory committee?

D-5. Are your graduates finding employment? Are the median wages in the range you expect? Start your exploration by reviewing the LCC FACTS & FIGURES REPORT,

specifically the "Estimated Employment Data by Program" and "Wage Data by Program" pages (see table of contents for page numbers).

Questions for academic transfer faculty only

D-6.   Spend a little time reviewing the [course equivalency guides](#) for transfer institutions in Washington and Oregon. Describe any areas of concern regarding the transferability of courses in your discipline or program that could impact student success.

Section E: Resources

E-1.   Are the resources for the courses in your discipline poor, adequate, good, or excellent? Consider their impact on meeting student needs. What recommendations do you have for enhancing these support resources/facilities? For example, library resources, electronic resources, technology, Supplemental Instruction services, classroom/lab facilities, staffing, or other resources.

Section F: Action Plans

F-1.   According to the findings of this review, what are the needs for future course development? Include anticipated timeline.

F-2.   Other than developing new courses, how will you enhance the curriculum of your program?

F-3.   What professional development activities have you participated in over the last two years that you have found most useful?

F-4.   Over the course of the most recent two-year review cycle, what gaps were identified that could be addressed through professional development?

F-5.   What actions will you take during the next two years to increase student success (i.e. outcome attainment)?

F-6.   Please provide constructive feedback on the Curriculum & Program Review process.