Please Note:

- Do **not** submit this Google doc; it's a practice **worksheet** only.

- **Submit** your responses through the **2025 Program Review Questions Form**.

- This form makes it easier to collect, review, and share results.

PCC SAC Program Review Questions
Fall 2025

INTRODUCTION

A holistic approach to Program Review focuses on the interconnected **elements** that contribute to a program's success and the varied **impacts** on students, PCC, and the community.

Elements include: academic quality, student support services, equity and access, workforce alignment, community and industry partnerships, fiscal sustainability.

Note: We want this form to be as easy as possible for you. All the questions are in one section so you can see everything at once. Thus, you can review or update your answers more smoothly without switching between pages.

I Basic Program Information, Part 1

1. What is your name? _____ (short answer) If multiple people (chair, co-chair) are jointly completing this form, then please list all contributors.

2. Please identify your Program and Pathway from the drop-down menu.

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II Professional or Programmatic Accreditation   (Academic Quality, Equity and Access)

This section is for those SACs who do have professional or programmatic accreditation and/or an Advisory Committee. **If you do not have a SAC, an advisory committee, or external accreditation, then you may skip this section.** If your program has an advisory group and/or external accreditation then you will be able to upload documents below, or you can email them to us at Effectiveness-and-Planning@pcc.edu.

3. Does your program have external (professional or programmatic) accreditation? This is separate accreditation from PCC's accreditation by NWCCU.   (Yes/In the process of getting one (or a new one) for the first time/No)

3a. If yes, what is/are the name(s) of your accrediting body(s)?
_____ (short answer)
For example, nursing has both state and national accreditation through the Oregon State Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN)

4. When is your next program-level accreditation scheduled to occur?

Example: Fall 2025, Winter 2026, unsure yet, etc..

5. Is there a cost to the program to maintain the accreditation? If so, how much?

III. Advisory Information Section (Workplace Alignment)

Note: If you do not have an advisory committee then you may skip this section.

6. Does your SAC have an Advisory Committee? Y/N
Note: Most CTE programs have regular advisory committees.. Most LDC programs do not have an advisory committee.

7. When did your Advisory Committee last meet together? Program Advisory Committees facilitate connections between PCC programs and related industry and employment opportunities, in order to align PCC curriculum with industry standards and employer priorities. The ultimate goal is to improve access, support, instruction, outcomes in the education-to-workforce journey for students entering that specific industry and/or for students transferring to a 4-year institution.

8. When will your Advisory Committee meet next? (Short answer)

> 9. If you haven't already emailed them to Effectiveness and Planning
>   (Effectiveness-and-Planning@pcc.edu), please upload your most recent
>   Advisory Committee minutes.

*For fall 2025, please email an updated copy of your Accreditation Report, and your Advisory Members lists, and your most recent Advisory Committee Meeting minutes formatted in either a Google document or Google spreadsheet to: Effectiveness-and-Planning@pcc.edu . These copies will be uploaded into a central repository and shared with the Academic Affairs office and, in the future, made available to NWCCU.

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IV Academic Non-Credit (ANC) Exploration (Workforce Alignment and Fiscal Sustainability)

Academic Non-Credit (ANC)/Continuing Education Unit (CEU) courses provide entry-level training in a specific workforce area, upgrading of skills in a specific workforce area, general workplace skill development, and/or pre-college, remedial academic education. Not included in ANC are personal enrichment and lifelong learning (Community Education) and educational experiences created and led by a party external to PCC. ANC is a way to increase access to your programs by serving incumbent workers and others not necessarily interested in an AA degree or certificate.

The following questions are exploratory prompts to identify potential connections between your program and PCC's broader workforce engagement and student success efforts.
Creating new academic non-credit course(s): We are inviting SACs to consider whether a skillset or industry-aligned topic from your area would benefit students and industry partners as an Academic Non-Credit course or set of courses. Again, this is exploratory; there are no expectations or requirements around this.

> 10. **Is your SAC currently offering and/or integrating ANC / CEU courses with your credit offerings? Y/N**
>   *For example: Mental Health First Aid courses were developed by the Human Services CTE program. These courses are now offered as credit courses and as ANC continuing education courses for professionals.*

11. **If yes, to offering and/or integrating ANC / CEU Courses, then how are you going about this?** *(paragraph answer)(This information will be shared with the ANC Integration project team.)*
Example: Several SAC are working with the Professional Development and Training (PDT) department to offer courses directly to industry partners.

12. **Are you interested in developing and/or expanding the integration of ANC / CEU in your area in the next year?** *(This information will be shared with the ANC Integration project team.)*

13. **Consider ongoing activities. Do any of the fiscal sustainability project(s) that you are working on involve adding / expanding academic non credit programming? (Y/N/Maybe)** *There is a place in Section 5 below to upload your full Fiscal Sustainability Project Plan.*

14. **Would you like more information on ANC and how it may complement your current program? (Y/N/M)**

Note: This information will be shared with the ANC Integration project team.

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IV Fiscal Sustainability/Program Economics Framework

Programs & Disciplines were asked to explore cost saving measures.

Through the Program/Discipline Fiscal Sustainability Review Process All 90+ Programs/disciplines were analyzed and evaluated in early 2025. Following an analysis of quantitative and qualitative data, programs fell into one of three categories: [Broad Review Categories for ACP Programs/Disciplines](#)

Category 1: *Several programs were asked to implement one or more standard cost saving measures beginning no later than summer 2026. Some possible measures include: Actions to*

increase fill rates, raising course caps, exploring reasons for faculty release time and looking for alternative ways to accomplish the work, strategic scheduling, analyzing the need for existing prerequisite courses

Category 2 & 3: *Some programs were asked to develop a project plan to address specific questions and concerns, and some were asked to complete a self study.*

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15. Category 1 Programs: Please share a highlight of one thing you've done or will do to continue with cost-savings efforts.
For example: fill rates, adjust course caps, reduce faculty release time, schedule more strategically, eliminate/adjust prereqs

16. Category 2 & 3 Programs: There is a goal to have project plans in place by January 26 2026.   (16a is an upload 2nd option)

14a. Please share the full project plan that has been developed by the SAC. *(Upload button on Google Form) (2 different areas to upload docs)*

14b. From your project plan, select one planned action and briefly describe how it contributes to program improvement and/or cost savings.

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VI. Data Structures and Technology: Success Rates (Disaggregated Data)

(Academic Quality, Equity and Access)

For the following questions, refer to the Fall 2025 Program-Level Student Success Dashboard: Tableau Program Review Dashboard

17. Explore the data. How does the success in your top three enrolling courses compare to the college success rates overall of 80.2% (2024-2025)
Consider ongoing activities. Do you anticipate that any of the learning assessment project(s) or instructional changes you are working on will impact these specific course success rates? Please explain.
17a. Explore the data. Is the 2024-2025 data higher or lower than the 2023-2024 data from the Program/Discipline Fiscal Sustainability Broad Review? What is one thing that you think has contributed to the change? *Program/Discipline Fiscal Sustainability Broad Review Data: Success Rates of 3 highest enrolling courses in each subject 2023-2024. [LINK]*
18. Consider ongoing activities. Do you anticipate that any of the learning assessment project(s) or instructional changes you are working on will impact these specific course success rates? Please explain..
19. Does your SAC have a class(es) that is recognized (formally or informally) as an important "gateway" class in your discipline? If "yes," please list the subject, number, and catalog title of the course.   Please list up to three

courses.

A gateway class is a class that is recognized as a critical hurdle for many students at or near the start of a program of study.

VII. Business and Employer Industry Connections, Sector Economics. (Community and Industry Partnerships and Workforce Alignment)

Labor Market Information (LMI) helps us ensure our programs are **relevant, responsive, and aligned with current and future employment opportunities**.

Labor Market Information Reports for each area of study are available here:

[Labor Market Information Reports for Pathways - 01/2025](#)

20. Have you had a chance to explore the Labor Market Information Report for your program or discipline? (Y/N/Plan to)
21. Are you familiar with the SOCs (Standard Occupational Classifications) being used by the PCC Labor Market Information Office for your program or discipline?
22. Do you have any suggested changes in the SOCs currently being used?
23. How are you using the Labor Market data to create stronger outcomes for students?

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VIII. Student Voice. (Equity and Access)

In Fall 2024, over 80 responses were received from faculty to the question, "*Briefly describe an example of student voice or student influence that impacted the SAC's work.*" The fall 2025 responses from all the SACs are summarized here: **Student Voice Summarized Responses**. **We are asking the same question this year.**

24. Please briefly describe an example from 2024-2025 of student voice or student influence that impacted instruction or impacted a SAC's work more broadly.

Sharing of more than one example is welcome! For example: student surveys, verbal feedback, assignments, instructor evaluations, etc. It is most helpful if you name the course (number and title) or courses that were impacted and how.

IX. Professional Development.

(Equity and Access and Academic Quality)

Please reflect on the learning opportunities that would be the most valuable to your SAC, while maintaining your program's financial sustainability.

25. Please indicate the SAC's interest(s) in professional development in the upcoming year. Specifically, what would be useful in support of ongoing learning assessment work and/or the program fiscal sustainability work.
_____
Sharing more than one example is welcome!

X. Library Services.

(Academic Quality, Student Support Services, and Equity and Access)

The following questions are intended to identify opportunities connections between your program and PCC Library

26. (From the Library) What changes in curriculum or teaching practices have you made (or are considering) to improve students' capacity for research, critical reading, information literacy and emerging topics such as AI? (paragraph answer)

26a. What kinds of library resources or services would you like to have access to in order to support these changes? (paragraph answer)

27. (From the Library)What strategies has your SAC identified to improve accessibility, affordability, or student engagement with learning resources? What successes or challenges have you experienced? (Paragraph answer)

Subheading In form: Example: Open Educational Resources (OER), library instruction, digital tools?

XI. Disability Resources and Accessible Technology.

(Equity and Access, Student Support Services, and Academic Quality)

Promoting the full participation of students with disabilities is a shared responsibility and our PCC Comprehensive Transition Plan requires self-study to identify and address barriers.

28. (From Disability Resources and Accessible Technology) In what ways has your SAC engaged with accessibility processes such as technology reviews, development of EEAAPs, consultation with disability resources or accessibility specialists, or participation in Accessibility Committees? What successes or challenges have you experienced?
29. (From Disability Resources..) What kind of support would you like to see offered? (accommodation related training, partnerships to explore robust hands-on learning materials and interactives, etc.)

XII. Feedback and Questions

30. Feedback on this form, and suggestions for 2026-2027 are welcome!
Please share your thoughts below or email us at: Effectiveness & Planning

*For example: **How much time** did it take you to complete the PR Questions form? How was the overall experience for you compared to the previous years?*

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- ***Submit** your responses through the **2025 Program Review Questions Form.***