



Pikes Peak State College (PPSC) Educational Procedure

EP 200 – Program Review Process

Originated:

Unknown

Revised:

October 2024

August 2024

July 2017

References:

[CCCS Board Policies & System Procedures](#): BP 9-47: Review of Existing Programs & SP 9-47: Program Review and Evaluation

[Higher Learning Commission \(HLC\) Criteria for Accreditation 4: A:1](#)

Approved By:

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Vice President for Instructional Services, Pikes Peak State College



Jacquelyn Gaiters-Jordan (Feb 27, 2025 14:49 MST)

Signature

02/27/2025

Date

Joseph Miller

Faculty Senate President, Pikes Peak State College



Signature

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Date

Deidre Schoolcraft

EP Committee Chair, Pikes Peak State College



Deidre Schoolcraft (Feb 27, 2025 15:50 MST)

Signature

02/27/2025

Date

I. Purpose:

The Program Review process is a comprehensive review of the effectiveness of a college program. It is a continuous process involving faculty and college leadership which ascertains that instructional goals and the mission of the college are met according to the Academic Master Plan. This process also ensures programs continue to meet certification and accreditation requirements.

Program review should provide the information needed to make informed decisions regarding program maintenance, enhancement, or restructuring, as well as the allocation of resources.

II. Scope:

This procedure applies to the state system community colleges.

III. Procedure:

Definitions

Program Review Coordinator: member of the division, determined by the Executive Dean, to help coordinate the program review processes.

Self-Study Leader(s): most often department chair(s). In some cases, the Executive Dean will appoint a faculty from the department to lead the self-study review.

Program Review Team: this team is intentionally assembled to finalize and implement the future 5-year goals. Participants could include division member(s), Student Support Services, Student Experience, Administrative Services, Instructional Services (High School and Online Learning), Marketing, Foundation, student(s), community partner(s), transfer school member(s) and/or advisory board member(s), etc.

Process

1. Annual snapshots provided by the IE office are reviewed and completed by all departments every year and submitted to division leadership by spring semester
2. Programs will complete a comprehensive review process every 5 years at a minimum or as program accreditation standards dictate. The Executive Dean may request additional program information.
3. The Institutional Effectiveness (IE) office sends the program review self-assessment template filled with data to the division leadership.
4. Department/Program Review Self-Study template is sent to Self-Study Leader(s) in the fall semester.
5. Department self-study is developed in the Fall and early Spring semesters. Upon completion of the review, the Self-Study Leader(s) will be paid a stipend of \$500 (from divisional budget).

6. Self-study is submitted to Division Executive Dean for preliminary review and feedback in Spring semester.
7. The leader(s) and Program Review Coordinator along with division leadership will present a summary, to College President and VPIS, and discuss the discipline's future 5-year goals.
8. In the Spring semester, the program review coordinator) assists in assembling and conducting a Program Review Team to implement the 5-year goals.
9. The Program Review Coordinator submits written report to Executive Deans in Spring/Summer semester, who sends it for sign-off to the VPIS and President.
10. The Program Review Coordinator submits the signed written report to the PPSC Assistant Director of Instructional Support.

Annual Academic Program Review Snapshot

For CTE & Transfer Programs

Table 1: Snapshot data (information provided by the IE Office)

* Shaded row to be completed by **CTE Programs Only**

Program Name	Most recent year	Year 2	Year 3	Year 4	Year 5
Annual FTE					
Concurrent Enrollment/High School student FTE					
Online FTE for PON and PCY (excludes CCCOnline and CO@ consortium sections PCZ)					
Annual Total Unduplicated Headcount (any student completing at least one course owned by this program in the AY)					
Annual Average Course Fill Rate					
Completer Pass Rates (grade of C or better, not including audits or withdrawals)					
Number of students declaring this as a major (Primary and Other)					
Number of Certificates Awarded					
Number of Two-Year Degrees Awarded					
Percentage Male/Female					
Percentage White/ Other Race or Ethnicity					
Percentage Pell Eligible/Non-Eligible					
Percentage > 25 years of Age					
* Annual Retention Rate (defined as year over year students retention, unduplicated, excluding completers)					
* Annual Placement Rate (within 6 months of completion – from VE135)					

Data Explanation

Based on the data above, please explain any patterns in the data trends above that seem unusual (e.g. oddly low one year; if none, type “n/a”):

Data Informed Decisions

Please provide three examples illustrating how you have used data to improve your program (e.g. assessment, curriculum, scheduling, professional development, resource allocation, etc.):

Equity

What practices (e.g., curriculum enrichment, classroom activities, transparency design) has your department implemented in its attempt to close equity gaps ([in support of PPSC Strategic Plan & Goals](#))?

Artificial Intelligence (AI)

How is your program using AI and/or assisting students in ethical use of AI?

Resources

Are current program resources (e.g. equipment, staffing, budget, future needs, etc.) sufficient to meet current needs (Y/N)? If not, explain and forecast resources needed:

Program 5-year action plan/goals

The following list is populated by Divisions from the 5-year Program Review report. Please update status of the goal(s) for the current year.

- Label the academic year
 - a. Declare action items or goals with specific details
 - b. Indicate who will lead these action items
 - c. Provide a timeline for achieving these action items
 - d. Discuss resources needed to accomplish the program goals
 - e. Status of the Goal(s): Completed, In Progress, Not Started (please elaborate if not completed).

Professional Development (PD)

Below, please list the PD faculty (and instructors, if applicable) have received in the past year and explain changes or improvements the department has made based on the PD received. This can include sessions from Professional Development Week (PDW) from CETL, conferences, workshops etc.

- Please list:
 - a. Employee’s name
 - b. Title (Faculty or Instructor)
 - c. Professional Development Event
 - d. PD dates
 - e. Changes of Improvements made based on PD received

Additional information

Please provide any additional information that you would like to highlight about (or for) your program that is not asked above:










EP 200 Program Review Process and Snapshot 2.27.2025

Final Audit Report

2025-02-27

Created:	2025-02-27
By:	Susi Holmes (Susi.Holmes@pikespeak.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUhtKCdMuVtO549dJAezWp3moxuFJiHS

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2025-02-27 - 4:57:22 PM GMT- IP address: 164.47.161.128
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2025-02-27 - 4:58:48 PM GMT
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