



PimaCountyCommunityCollegeDistrict Administrative Procedure

AP Title:

Program Review

AP Number:

AP 3.25.05

Adoption Date:

8/15/00

Schedule for Review & Update:

Every five years

Last Reviewed:

9/1/20, [9/18/26](#)

Last Revised:

1/13/21, [9/18/26](#)

Sponsoring Unit/Department:

Office of the Provost

Policy Title(s) & No(s).

Curriculum, BP 3.25

Legal Reference:

Cross Reference:

PURPOSE

The purpose of Program Review at Pima Community College is to ensure that programs remain high-quality, relevant, and aligned with the College's mission, strategic goals, and workforce service area. Through regular, data-driven assessment, Program Review supports continuous improvement, resource allocation, and student success by evaluating performance, responsiveness to evolving community and industry demands, and effectiveness of educational pathways.

The Program Review process is a vital component of the College's commitment to academic quality, institutional effectiveness, and continuous improvement. At its core, the review process ensures that all programs are aligned with the College's Strategic Plan, including mission, vision, and values. By systematically evaluating programs, the process provides critical information to identify strengths, address areas for growth, and enhance overall program effectiveness. Ultimately, Program Review serves as a mechanism to uphold the College's dedication to delivering high-quality education and fostering success for all students.

SECTION 1: The Review Process

The Office of Curriculum Quality Improvement (CQI) is responsible for coordinating and facilitating the program review process. The process involves faculty, staff, administrators, and advisory board members collaborating in the preparation of a self-assessment document and improvement plan.

Additionally, the program review process includes analyzing the data listed below and any additional pertinent data from the program or other validated data sources. The data will be representative of the learner populations served, and the analysis will include disaggregating data to identify any gaps. Examples of such data include (definitions are in the Program Review SOP):

- Program Headcount
- Discipline Enrollment, Aggregate Course Productive Grade Rate, and Full-time Student Equivalency (FTSE)
- Persistence
- Retention
- Completion
- Transfer (if applicable)
- Baccalaureate degree attainment (if applicable)
- Employment and earnings after completion of a certificate or degree at PCC

Other aspects may include, but are not limited to:

- Student feedback provided by the dean and/or faculty
- Advisory committee input
- Local, regional, or state employer association
- Local, regional, or state economic development organization or agency
- Local or state workforce development board
- Program's contribution to the educational master plan
- Student learning outcomes, including course learning outcomes (CLOs), program learning outcomes (PLOs), and general education learning outcomes (GELOs)
- Third-party accreditation status
- Industry certifications
- Other employment data that Lightcast and the Pima Graduate Employment Dashboard may not capture such as entrepreneurship and self-employment
- Job market change (e.g., projected growth), number of job postings, entry-level and median earnings by occupations in the county, state and country

The program-area dean and faculty will present to the Program Recommendations Committee, which is composed of a diverse group of faculty, staff, and administrators.

The Program Recommendations Committee (PRC) and Provost review the necessary information required to make a decision/recommendation for the program.

Once the PRC has completed its final report, the program's leadership will receive a copy. The program's leadership may submit a supplemental report along with the PRC's report to the Provost if the program's leadership disagrees with the PRC's final recommendations. The Provost will consider both the PRC's recommendations report and the program leadership's supplemental report (if submitted) in the decision-making process.

This Administrative Procedure sets forth the program review processes. All programs will undergo a full review every four years or sooner as requested by the Provost or designee. If a program's third-party accreditation aligns with its scheduled program review, the Dean may choose to proceed as planned or postpone the review until next academic year. A mid-point check will be conducted two years after the program's effective start date, as part of the annual assessment process.

SECTION 2: Results

The college's program review process may result in one or more of the following:

- Approved without modifications
- Minor changes needed (e.g., adjustments to curriculum or equipment)
- Inactivation of the program (certificate, degree, all)
 - transition to non-credit still requires inactivation of the program
- Another recommendation

The Provost will make the decision on a program's outcome.

1. If the Provost decides to inactivate a program:

The Board serves as the ultimate decision-maker if the Program Review outcome is inactivation. Once the Provost's decision is made to inactivate a program, the Provost's Office will prepare a Board report outlining the decision and evidence used to support the decision. The Board will ensure alignment with institutional priorities, student success goals, and workforce and transfer pathway effectiveness are considered when rendering a decision.

2. If the Provost's decision results in any other outcome:

The Provost's decision is final. No appeal or further review is available. The program will complete the tasks outlined in the recommendations from the Provost to enhance, adjust and/or improve the program on the timeline provided.

Definitions

A “program” is defined as a group of specific courses and requirements that culminate in a degree or certificate. All degrees and certificates are posted on the College website.

~~Program Review is the overall evaluation of the program. This evaluation includes determining the viability of the program and addresses student learning outcomes (SLO). The process ensures that programs are of high quality, demonstrate continued improvement, and respond to the needs of the students, industry, and the community. The review contributes to the district planning processes by informing budget decisions, faculty and staff levels, facility changes, and equipment needs.~~

~~This Administrative Procedure sets forth the program review processes. All programs will undergo a full review every four years.~~

SECTION 1: Definitions

~~A “program” is defined as a group of specific courses and requirements that culminate in a degree or certificate. All degrees and certificates are posted on the College website.~~

SECTION 2: The Review Process

~~The Office of Academic Quality Improvement (AQI) is responsible for~~

~~coordinating and facilitating the annual program review process. The process involves faculty, staff, and administrators collaborating in the preparation of a self-assessment document and improvement plan.~~

~~Data provided may include, as appropriate~~

- ~~● Completion/Graduation~~
- ~~● Cost~~
- ~~● Enrollment~~
- ~~● Labor market data~~
- ~~● Persistence~~
- ~~● Retention~~

~~Other aspects may include, but are not limited to:~~

- ~~● Advisory committee recommendations~~
- ~~● Articulation Task Force (ATF) recommendations~~
- ~~● Program's contribution to the educational master plan~~
- ~~● Selective admissions criteria~~
- ~~● Student learning outcomes~~
- ~~● Third party accreditation status~~

SECTION 3: Results

~~The college's program review process may result in one or more of the following:~~

- ~~● Documented improvement plan~~
- ~~● Funding provided~~
- ~~● Funding withheld~~
- ~~● Inactivation~~
- ~~● Program mergers~~