

Instructions

1. Customize the Program Review Document

- To get into the header, double-click over [Program Name] or anywhere in the ghosted text at the top of the page. Insert program name in the place indicated. To get out, double-click anywhere on the main body of the page.

2. Consider Format

Writers and readers of program reviews have found it easiest to manage information in a program review if the text for each numerated item is divided into two parts:

- **Descriptive Summary.** A descriptive overview of the current status of each item addressing the text in regular font.
- **Analysis.** Based on the descriptive summary, a self evaluation of each item using the questions in italics as a guide. The basic question is whether or not, or to what degree, the item is being met satisfactory or is in need of improvement. The questions are a *guide* of the kinds of things you might ask; you need not address them all.

Answers need only be as long as necessary to address each item. Be specific, definite, clear, and concrete. Be concise. Avoid jargon, commentary, or jarring shifts of tone. Keep it simple. But be accurate; nothing else matters if the content seems partial, biased, or promotional. The intent is to evaluate the program honestly to determine where student achievement can be raised and quality can be improved.

3. Work from Current Information

Before submitting the program review, all official course outlines of record in major courses should be reviewed and up to date and all SLO's recently assessed (within one or two years). It is imperative that all program learning outcomes also be newly assessed as recently as possible before the writing of the document. This provides the best and most current information for analysis.

4. Attach Evidence

Provide all evidence that is important or pertains to the program review. Try to provide evidence in a limited number of files and in .pdf form if possible, but be as complete as you need to. Remember that several groups review the entire document.

5. Write an Executive Summary

Use the first page of the document to write a one-page executive summary of the program review that summarizes the department's key strengths, areas needing improvement, and actions to be taken in the future. In 250 or so words, what is the most important information you want your readers to know about your program?



Executive Summary

Summarize the department's key strengths, areas needing improvement, and actions to be taken in the future.



Part 1—Relevance

1. Catalog Description

Provide the current program description from the catalog or CurricUNET.

Questions for analysis: Is the program clearly described? Does the catalog description convey the program's objectives, suggest how these differ from the objectives of other programs, and accurately state what students may expect as an outcome? Does the catalog description avoid exaggerated or unsustainable statements? Are assertions of career applicability as well as transfer applicability reasonable and capable of being documented?

2. Program Learning Outcomes

Provide the current PLO's from the catalog or CurricUNET.

Questions for analysis: Do the PLO's sufficiently capture the key knowledge and skills expected of students exiting the program? Are students prepared to transfer or enter the workforce with the knowledge and skills identified in the PLO's? How do you know? Are the PLO's realistic? Are they achievable? Can they be measured? Have the right assessment artifacts been chosen to measure the PLO's?

3. Courses/Program Matrix

Provide the list of courses from the catalog or CurricUNET as well as the program matrix from CurricUNET.

Questions for analysis: Do the course offerings provide a clear path to achieving the program learning outcomes? Does the successful completion by students of the set of courses required for the program enable them to fulfill the program objectives and meet the program objectives? Is the program well designed so the courses complement each other? Does each class have a specific role to play in helping students achieve the PLO's? Is unnecessary duplication of knowledge and/or skills avoided? How has the department structured the relationship between student learning outcomes and competency levels for degrees, certificates, programs, and courses?

4. Program Pathway

Provide the current program pathway(s) and explain why courses are offered in the semester sequence they are. Describe what mechanism the program faculty use to engage in regular dialogue about changes to the pathway.



Questions for analysis: Is the pathway suggested or mandatory? Is it arranged so that a full-time student can complete a degree program in two years or less? Are program courses scheduled by days of week, time of day, and delivery mode to allow completion by all students? Is there a difference between on ground and online pathways?

4. Conditions of Enrollment

Provide the prerequisites required for the *program* from the catalog or CurricUNET.

Questions for analysis: Do the prerequisites continue to be needed? Are they imposed by an external agency of some kind, or are they self-imposed? If the second, what statistical validation study has been accomplished to support the viability of the prerequisites?

Part 2—Appropriateness

1. Connection to College Mission

Describe how the program relates to the college mission.

Questions for analysis: How does the program fit the stated mission of the college? How does the department ensure its program is of high quality and appropriate to an institution of higher learning? Are specific parts of the college mission addressed by the catalog description?

2. Determination of Student Needs

Explain how the department determines what the learning needs of its students are. Elaborate on any special learning support needs the program has, such as job development support, tutoring, proctoring, or library materials. Describe how this information is kept current and incorporated into ongoing program planning.

Questions for analysis: How does the program know what the learning needs of its students are? What advisory group input, discipline dialogue, or special research is used to inform the program faculty of learning needs? For CTE programs, how is the labor market information gathered? Are special learning support needs required/desired, such as job development support, tutoring, proctoring, or library needs? How are such needs determined?



3. Place of Program in Curriculum/Similar Programs

Describe the role of the program in the overall college curriculum, including its relation to similar programs offered by the college or other organizations within the service area. If the program is transfer, summarize how the coursework required for the program substantially reflects the lower-division coursework requirements at the university.

Questions for analysis: What specific needs does the program fill that are not filled by similar programs? Are there courses in common? Do the programs compete for students? If the program is transfer, is it an SB 1440 transfer degree? If not, why not and how does the program guarantee that students are transfer-prepared for baccalaureate majors associated with the major?

4. Majors and Completers

Indicate the numbers of students who have selected this program as a major and discuss recent completer information. If the program has a definite entry point, discuss the number of students who take these courses in relation to those that complete the program.

Questions for analysis: Is the program completing an appropriate number of students? Are there apparent stop-out points where the program loses momentum? Does a difference in completion rate exist between the program offered on ground and online? Are there enough students taking the introductory classes to begin with? To what extent can the program improve in program design, student engagement, community partnerships, marketing, or professional development to raise completion ?

5. Summary of Student Demand Data

Summarize student demand data for enrollment and section trends for the courses in the program since the last program review, including full-time equivalent students (FTES), enrollments beginning/census/end, sections offered, and average section size.

Questions for analysis: Are there any trends in these areas of student demand? What do these trends suggest about needs, capacities, scheduling? Is better enrollment management needed? Program design? Marketing? Is the program consistent with the educational preparation and the diversity, demographics, and economy of its communities? How is the demand for DE courses determined? How is this information incorporated into program planning?

6. Labor Market Information and Analysis (CTE Programs Only)

For career technical programs, summarize and analyze current labor market information.



Questions for analysis: Are current labor market openings in the area served by the program sufficient for sustainability? Do the labor market data indicate future trends, opportunities, challenges?

7. Explanation of Employer Relationship (CTE Programs Only)

For career technical programs, describe the relationship if a program is being offered in close cooperation with one or more specific employers – by using that employer's facilities as training sites, for example, or structuring the program to meet the recruitment or upgrade training needs of a specific employer.

Questions for analysis: Is the employer relationship appropriately representative throughout the service area? How is the employer relationship maintained? Does the program participate in employer summits?

8. Advisory Committee (CTE Programs Only)

For career technical programs, describe the program's advisory committee membership, including names, job titles, and affiliations, and how they represent those within the industry who hire graduates of the proposed program. Explain what role the advisory committee plays in determining student learning outcomes. Attach minutes of advisory committee meetings as part of the supporting documentation.

Questions for analysis: Does the advisory committee meet regularly? Is it a shaping force in the design of the curriculum? Do its members adequately represent those who would hire graduates of the proposed programs?

9. Current Cost of the Program to Students

List the costs to students of completing the program. Using the basis of a 12-unit semester, calculate the costs of tuition and fees, room and board, books, and other materials and supplies. (Resource: Vice President of Student Services). Also, explain if any materials fees are charged to students and how the amount of the fees is kept current and periodically revisited.

Questions for analysis: Are there any places the program could cut down on expenses for students, such as books, supplies, or other instructional materials? For CTE programs, is the cost of the program proportionate to the eventual prevailing wages? If materials fees are charged, how does the program guarantee that they are in compliance with regulations? Are materials fees indicated on the course outline?

Part 3—Currency



1. Staffing

Summarize data on staffing over the prior six semester period, including full-time and adjunct FTEF, full-time and adjunct productivity. Include the full staffing data in the supporting documentation.

Questions for analysis: What trends do the data suggest? Are current staffing levels adequate and appropriate?

2. Professional Development

Explain professional development needs of the faculty and staff in the program. Describe what mechanism the program faculty use to engage in dialogue about identifying professional development needs.

Questions for analysis: Does the program faculty partake in common professional development for the improvement of the program? Are these different for on ground and onsite? How are professional development needs met?

3. Facilities and Physical Resources

Describe the state of facilities and equipment used by the program. Explain by what criteria and with what process the department evaluates its facilities and equipment.

Questions for analysis: Are facilities safe and sufficient to support and assure the integrity and quality of the program? Is access assured for all facilities? Is equipment adequate? Is it sufficiently modernized?

4. Technology

Describe the state of technology resources used by the program. Explain by what criteria and with what process the department evaluates its technology resources. Explain how instructors receive training in the effective application of information technology required by the program.

Questions for analysis: Are technology resources sufficient enough to assure the integrity and quality of the program? How does the department make decisions about technology needs, services, facilities, hardware, and software?

5. Marketing



Aside from the program page on the college website, how else is the program publicized or marketed to potential students?

Questions for Analysis: Is the program information in marketing materials clear and accurate? Is the program described in terms of purpose, content, course requirements, and expected learning outcomes? Is gainful employment information provided (if applicable)? Is marketing needed?

Part 4—Student Achievement

1. Course-Level Student Performance Data

Summarize institutional research data on student performance since the last program review, including student success, retention, and number of certificates and/or degrees awarded. For occupational programs, note the number of students employed in the occupational field at this time.

Questions for analysis: Are there any noteworthy trends in these areas of student performance? What do these trends suggest about program effectiveness? Is a better program design required? Is a better fit needed between program outcomes and employers' needs? How effectively are delivery systems and modes of instruction facilitating student learning?

2. Employment Data (CTE Programs Only)

Analyze employment data from the last program review. Explain any strengths, weaknesses, opportunities or challenges presented by the data.

Questions for analysis: Are an appropriate number of completing students getting jobs or securing promotions? Are employers recognizing the value of the certificate or degree by giving promotions or paying wage differentials? Are all program outcomes continuing to be deemed necessary by employers and employees? Does the program matrix remain current: Are all courses required? Is there any unnecessary duplication of knowledge or skills?

3. Summary of Achievement of Student Learning Outcomes

Use this section to summarize student performance in achieving the stated student learning outcomes at the course level. Note: be sure to address **all** program courses. Information may be presented by a chart, in a table, or narratively, but student achievement in this area must be demonstrated from specific data gathered from authentic assessment at the course level.



*Questions for analysis: How well are students achieving the stated learning outcomes for the courses?
What significant patterns exist in student achievement?*

4. SLO Gaps Identified

Summarize any gaps identified in the achievement of course-level learning outcomes noted above. These gaps might be at the program or individual course level; they might involve knowledge or skills or both; they could be the result of delivery mode, teaching methodology, or instructor type.

Questions for analysis: What differences exist in knowledge or skills between expected and actual results? Do the gaps show a trend, such as a difference between online and onsite instruction or between full-time and adjunct instructors. How can the courses with identified gaps in achievement be improved for better results?

5. SLO Improvements Planned

Based on the SLO gaps identified, what specific plans does the program have for closing these identified gaps? Indicate in chart form the course(s), the SLO('s) to be improved, the nature of the improvement, and the timeline(s) for reassessment.

Program	Course	SLO	Improvements to Be Made	Reassessment

6. Summary of Achievement of Program Learning Outcomes

Use this section to summarize student performance in achieving the stated student learning outcomes at the program level. Like with the SLO's, the information may be presented by a chart, in a table, or narratively, but student achievement in this area must be demonstrated from specific data gathered from authentic assessment.

*Questions for analysis: How well are students achieving the stated learning outcomes for the program?
What patterns exist in student achievement?*

7. PLO Gaps Identified

Summarize any gaps identified in the achievement of program-level learning outcomes noted above. These gaps might be at the program or individual course level; they might involve knowledge or skills or both; they could be the result of delivery mode, teaching methodology, or instructor type.



Questions for analysis: What differences exist in knowledge or skills between expected and actual results?
How can the program be improved for better results?

8. PLO Improvements Planned

Based on the PLO gaps identified, what specific plans does the program have for closing these identified gaps? Indicate in chart form the PLO('s) to be improved, the nature of the improvement, and the timeline(s) for reassessment.

PLO	Improvements to Be Made	Reassessment

Part 5—Action Plans

1. Analysis of Current Program Strengths

Drawing from the information and data presented in the previous sections as well as your reflections on the Questions for Analysis, write a concise summation, in narrative form, of the program’s strengths.

2. Analysis of Improvements Needed

Drawing from the information and data presented in the previous sections as well as your reflections on the Questions for Analysis, write a concise narrative summation of the program’s areas of improvements.

3. Three-Year Program Strategies

List the strategies to be undertaken to improve program quality and effectiveness in the next three years. The list can be in bulleted or chart form but each item should address the four following components:

- Concise description of the strategy
- Measurement of completion
- Timeline
- Role(s) responsible

4. Six-Year Program Strategies



[Program Name]
Instructional Program Review

page 10

List the strategies to be undertaken to improve program quality and effectiveness in the next six years. The list can be in bulleted or chart form but each item should address the four following components:

- Concise description of the strategy
- Measurement of completion
- Timeline
- Role(s) responsible



Part 6—Supporting Documentation

The following data is to be supplied by the Office of Institutional Research:

- 1. Section Level data by *course* (5 year aggregate broken out online, onsite, combined)**
 - a. Number of sections
 - b. Enrollment first day, census, end of term
 - c. FTES, FTEF, Productivity (FTES/FTEF)
 - d. Course Retention Rate
 - e. Course Success Rate
 - f. Method of delivery (F2F, hybrid, ITV, online)
- 2. Student Demography by *discipline* (5 years aggregate)**
 - a. Headcount
 - b. Age
 - c. Gender
 - d. Ethnicity
- 3. Awards (5 years)**
- 4. Others as appropriate, in consultation with the Institutional Researcher**

The following data is to be supplied by the department:

- 1. SLO Reports for all courses within the program(s) (from CurricUNET)**
- 2. PLO Report for each program (from CurricUNET)**
- 3. Advisory Committee Meeting minutes (*CTE Only*)**
- 4. Others, as appropriate, such as department minutes, employer surveys, marketing brochures**