**Comprehensive Program Review Self-Study Report**

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts1-7. Self-study reports of academic divisions will include a division overview in Part1 and analysis of each discipline in Parts 2-7.

Questions with an asterisk (\*) were addressed in last year’s program review report. The question numbers do not correspond with the numbers in last year’s report.

Division/Area Name

Year

**Part 1 - Division or Area Overview**

* 1. Briefly describe how the division or area contributes to the district mission.
  2. Place an “X” by each Institutional Learning Outcome (ILO) supported by the division or area.

\_\_ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

\_\_ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

\_\_ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

\_\_ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

\_\_ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

\_\_ Identify career opportunities that contribute to the economic well-being of the community.

* 1. After completing Parts 2-7, prepare a one page summary of the division**/**area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.
  2. Name of person leading this review
  3. Names of all participants in this review

**Part 2 - Data Analysis and Use**

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Research and Effectiveness (DIERP).

Longitudinal data

District headcount and FTES

Division headcount and FTES

Discipline headcount and FTES

Number of sections offered by location/distance education

PT/FT faculty ratio by LHE

Efficiency (measured as FTES/FTEF)

Data about student progress

Student achievement: success, retention, and term to term persistence

Progression through remedial courses

Program completion

Degree/certificate completion rate

Transfer rates to 4-year institutions

Licensure exam results

Job placement/post training

All division/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by

each discipline; please identify the discipline:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.1 Please review the five year headcount and FTES enrollment data provided on the web link. Comment on trends and how they affect your program.\*

2.2 Report and analyze program**/**area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

2.3 Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

2.4 Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.\*

2.5 Analyze and summarize trends in student progression through basic skills courses, if applicable.

2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

2.7 Using the data provided by web link**,** please comment on transfer rates to four-year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years that have resulted in improvements in transfer rates to four-year institutions, license exam results, and job placement/post testing.

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning. <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011>

**Part 3 – Outcome Analysis and Use**

3.1 Analyze changes in **student learning outcome** (SLO) and **program learning outcome**

(PLO) assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.\*

3.2 Analyze changes in **operational outcomes** (OO) findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved OO findings over the past four years.\*

**Part 4 - Stakeholder Assessment**

4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

**Part 5 - Goals and Objectives**

5.1 Review the goals identified in your most recent comprehensive self-study report and last year’s annual report. Indicate which have been completed and which have been eliminated.\*

5.2 List discipline/area goals and objectives related to **improving outcome findings and/or the success of the various learner populations** in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor’s Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.\*

Current (up to three years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting action plan, data analysis, or other documentation

Objectives: Significant steps or actions needed to achieve the goal

Near Term (three to five years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting action plan, data analysis, or other documentation

Objectives: Significant steps or actions needed to achieve the goal

Long Term (five to ten years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting action plan, data analysis, or other documentation

Objectives: Significant steps or actions needed to achieve the goal

5.3 List discipline/area goals and objectives **directly related to** **advancing Strategic Goals.** Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current (up to three years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting data analysis or other documentation

Objectives: Significant steps or actions needed to achieve the goal

Near Term (three to five years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting data analysis or other documentation

Objectives: Significant steps or actions needed to achieve the goal

Long Term (five to ten years)

Goal: A specific target

* Guided by district Strategic Goal(s) #\_\_\_
* Guided by \_\_\_\_\_\_Plan Summary in EMP
* Supporting data analysis or other documentation

Objectives: Significant steps or actions needed to achieve the goal

**Part 6 - Resource Needs**

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years), and long term (five to ten years). If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided please make this known.\*

6.1 List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

6.2 List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

6.3 List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs inpriority order. Identify which discipline/area goal(s) guides this need.

6.4 List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

6.5 List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

**Part 7 - Recommendations and Comments**

7.1 List recommended changes to theEducational Master Plan to:

* Address external issues or mandates such as legislation, industry, and professional standards, etc.
* Respond to outcome findings.
* Reflect changes in technology, methodology, and/or disciplines.
* Address student achievement gaps and/or meet other student needs.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?