

Comprehensive Program Review Self-Study Report

| | |
|---|---------------------------------|
| Division/Area Name: | Year: |
| Name of person leading this review: | |
| Names of all participants in this review: | |
| Number of Degrees offered: | Number of Certificates offered: |

Part 1 - Division or Area Overview

| | |
|--|---|
| 1.1. Briefly describe how the division or area contributes to the district <u>mission</u> : | |
| 1.2. State briefly program highlights and accomplishments: | |
| 1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area. | |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications |
| <input type="checkbox"/> Creative, Critical, and Analytical Thinking | <input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. |
| <input type="checkbox"/> Community/Global Consciousness | <input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. |
| <input type="checkbox"/> Career and Specialized Knowledge | <input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. |

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline:

Please review and interpret data by following the provided links

| Indicator | Comments and Trend Analysis |
|--|---|
| 2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data. | Comments on trends over the past five years and how they affect your program: |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | Comment on trends and how they affect your program: |
| 2.3. Student success and retention rates by discipline | Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success: |
| 2.4. Success and Retention by Equity Groups | Review and interpret data by race/ethnicity and gender or both together : |
| 2.5. Number of Sections by Location and Modality | Comment on trends: |
| 2.6. Analyze and summarize trends in student progression through basic skills courses , if applicable. | Comment on trends and how they affect your program: |
| 2.7. Degree and certificate completion | Discuss trends in the completion rates of degrees and certificates . If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions: |
| 2.8. Faculty Data | Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division , Department , Discipline). Comment on trends: |
| 2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment | Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning: |

| | |
|--|--|
| Development Department website for jobs related to your discipline. | |
| Part 2 Summary Based on examination of the data, address any student achievement gaps and/or other student needs here: | |

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

| SLO/PLO/OO | Action Plan | Current Status | Impact of Action |
|------------|-------------|-----------------|------------------|
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |

| |
|---|
| Part 3 Summary Briefly describe what changes have been made (or need to be taken) to the program based on findings: |
| Please provide any additional comments for Part 3: |

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

| Type of feedback | Feedback provided by? | Recommendations/findings | Actions needed/planned/taken based on feedback |
|------------------|-----------------------|--------------------------|--|
|------------------|-----------------------|--------------------------|--|

| | | | |
|-----------------|--|--|--|
| Choose an item. | | | |
| Choose an item. | | | |
| Choose an item. | | | |

| |
|---|
| <p>Part 4 Summary Please provide any additional comments for Part 4:</p> |
|---|

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

| Goals/Objectives/Action Plans | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|-----------------|--|
| | Choose an item. | |
| | Choose an item. | |
| | Choose an item. | |
| Briefly discuss your progress in achieving those goals: | | |
| Please describe how resources provided in support of previous program review contributed to program improvements: | | |

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact of Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|--------|-------------------------------------|--|--|--|-------------------------|
| | | | | | |

| | | | | | |
|--|--|--|--|--|-----------------|
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. | | | Choose an item. |
| | | Choose an item. Choose an item. Choose an item. | | | Choose an item. |

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵) | New or Repeat Request? | Briefly describe your request here | Amount, \$ | One-time or Recurring Cost, \$? |
|--|--|------------------------|------------------------------------|------------|---------------------------------|
| | Choose an item. | Choose an item. | | | |

| | | | | | |
|--|-----------------|-----------------|--|--|--|
| | Choose an item. | Choose an item. | | | |
| | Choose an item. | Choose an item. | | | |
| | Choose an item. | Choose an item. | | | |
| | Choose an item. | Choose an item. | | | |
| | Choose an item. | Choose an item. | | | |
| | Choose an item. | Choose an item. | | | |

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| ▪ This year's program review was valuable in planning for the continued improvement of my program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ Analysis of the program review data was useful in assessing my program's outcomes and current status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: