

## **Comprehensive Program Review Self-Study Report**

Please provide the following information. Respond NA to questions which are not applicable to your division/program/area. The self-study reports of all programs/areas will include responses to Areas 1-7. Self-study reports of academic divisions will include a division overview in Area 1 and analysis of each discipline in Areas 2-7.

Division/Program/Area Name

Year

### **Area 1 - Division or Program Overview**

- 1.1 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.
- 1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or program.
  - \_\_\_ 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.
- 1.3 After completing Areas 2-7, prepare a one page summary of the program/division. Interpret the significance of the findings. Note the program's strengths, weaknesses, and opportunities for improvement.
- 1.4 Name of person leading this review.
- 1.5 Names of all participants in this review.

### **Area 2 - Data Analysis**

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed at the discipline level.

Longitudinal data

District headcount and FTES  
Division headcount and FTES  
Discipline headcount and FTES  
Student PT/FT enrollments  
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

- 2.1 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the Web link. Comment on trends and how they affect your program. Note: This is question number 5 in the annual update template.
- 2.2 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the Web link. Comment on trends and how they affect your program.
- 2.3 Using the student achievement data provided by Web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Note: This is question number 6 in the annual update template.
- 2.4 Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of 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 improvements in student achievement gaps between groups. Note: This is question number 7 in the annual update template.
- 2.5 Analyze and summarize trends in student progression through remedial 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 program completion as well as 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 Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed at the discipline level.

### **Area 3 - Outcomes**

- 3.1 Analyze changes in student learning outcomes (SLOs) and program learning outcomes (PLOs) assessment results over the past four 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 improvements in the learning outcomes. Note: Changes in learning outcomes are discussed in question 9 in the annual update template.
- 3.2 Analyze the assessment results of operational outcomes (OOs) over the past four 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 the improvements in the program. Note: Changes in OOs are discussed in question 9 in the annual update template.

### **Area 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).

### **Area 5 - Goals and Objectives**

- 5.1 Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.
- 5.2 List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees, and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.

Immediate Term (up to 3 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

Short Term (3 to 5 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

Long Term (6 or more years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

- 5.3 List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.

Immediate Term (up to 3 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

Short Term (3 to 5 years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

Long Term (6 or more years)

Goal: A specific target

Objectives: Significant steps or actions needed to achieve the goal

### **Area 6 - Resource Planning**

If applicable, describe significant resource needs that should be addressed immediately, short term, and long term. The Educational Master Plan, outcomes assessment reports and/or data analysis must provide reference information to support requested resources. 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 **human resources** requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.
- 6.2 List **additional/updated technology resources** needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.
- 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 in priority order.

- 6.4 Identify **financial resources** needed to improve outcomes and/or student achievement. List needs in priority order.
- 6.5 Identify **professional development resources** needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

**Area 7 - Recommendations and Comments**

- 7.1 List recommended changes to the Educational Master Plan to:
- Meet student needs.
  - Respond to learning and/or operational outcomes.
  - Reflect changes in the disciplines, educational methodology, and technology.
  - Address external mandates such as state requirements, industry and professional standards, etc.
- 7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?