INTRODUCTION/RATIONALE

Program Review uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students’ needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs.

Program Review will follow a three-year cycle for all student services departmental units. The Program Review, moreover, will be linked to annual unit planning and resource request process to not only satisfy District and accreditation requirements, but also to provide a means for annually assessing progress toward the achievement of the objectives developed in the unit plan.

The attached outlines are provided as tools for reviewing the past, to assess current status, and to assist in envisioning the future.

• **Program Review** (Sections I – II): Each unit, in collaboration with the Office of Planning, Research and Institutional Effectiveness, will develop appropriate data that will drive the program review. Units will analyze these data to (1) develop an accurate picture of their programs relative to past performance, identify emerging trends and progress toward achieving previously established college-wide goals and unit objectives, (2) identify potential or realized internal/external drivers that could/have had significant impact on their programs, and (3) assess student learning. The results of this analysis will be used by the units in identifying a focused set of strategic issues from which ensuing program priorities will be developed.

• **Program Priorities** (Sections III): Based on the strategic issues identified in the Program Review, each unit will develop a limited number of priority areas over the subsequent three years. These program priorities, in conjunction with the student services guiding principles, are intended to provide context to the development and prioritization of annual unit objectives and by extension, the achievement of the annual college-wide goals.

• **Annual Progress Report** (Sections IV): The Annual Progress Report allows a program to determine the extent to which it is fulfilling its stated mission, and by extension, that of the College. This report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the program is achieving its objective, addressing its priorities and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit planning process, and thereby, serves to provide a thoughtful means of reflection and preparation.

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**PROGRAM REVIEW: RELATED ACCREDITATION STANDARDS**

**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. (Page 3; Introduction to Accreditation Standards – ACCJC)
DISTRICT STRATEGIC DIRECTIONS

COLLEGE GOALS: 2008-2009

1. Develop and implement processes to promote engagement and success of first-year students.

2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.

3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.

4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).

5. Revise or develop new courses, programs and services based on assessment of emerging community needs.

6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.

7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.

8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.
STUDENT SERVICES GUIDING PRINCIPLES

FOCUS ON THE FRONT DOOR
Student Services will ensure that all new students feel welcomed and that, from their earliest experience with the College, they are channeled into and actively engaged in the experiences that matter most to their academic success.

CREATE A CULTURE OF EVIDENCE
Student Services will ensure that its plans and actions are both meaningful and measurable. We will use evidence (data) within a collaborative framework to develop a shared sense of meaning, to guide our decisions and to assess and continually improve our services.

INVEST IN EACH OTHER
Student Services will support and invest deeply in the growth and development of one another in the spirit of collegiality, understanding that improving our service to students requires deep collaboration across our student services units, our College, and our community.

CLOSE THE GAP
Student Services will create a supportive and dynamic campus environment that preserves and enhances the diversity and equity of students. In collaboration with the entire college community, we will identify and remove institutional barriers to student access and success, and thereby, close the access and achievement gaps for those who have been historically underrepresented and underserved by higher education.

ONE COLLEGE, MANY LOCATIONS
Student Services will ensure the consistent delivery of high-quality comprehensive services through the varied ways in which students access the College, be it in-person at our main campus or one of our outreach centers, or on-line.

Section I. Identification of Strategic Program Issues: The supervisor/coordinator or other responsible person will identify the key strategic issues confronting their programs over the next three years as they relate to the program mission. He/She will utilize data collected and analyzed in Section II of the program review, along with any other pertinent information, to assist in identifying/summarizing these key issues. (Desired Length: No more than one typewritten, single-spaced page.)

Section II. Data Collection & Analysis: Program review begins with the collection and analysis of data. Such analysis is intended to help the supervisor/coordinator and/or other responsible person(s) understand past and current program performance as well as identify the external (Opportunities & Threats) and internal (Strengths & Weaknesses) issues that have the potential to significantly impact the program in the future. The supervisor/coordinator or other responsible person(s) will collect, analyze and summarize data in the following areas: (1) Provision and Delivery of Program Services; (2) Advisory Committee Recommendations (if applicable); (3) Student Learning Outcomes; (4) Workshop and/or Other Related Curriculum (if applicable); (5) Program Resource Utilization (personnel, financial, and physical); (5) Collaboration Across Our Communities; and (7) Other Program Issues. These data will assist the supervisor in completing Section I.

Section III: Identification of Program Priorities: The supervisor/coordinator or other responsible person, in conjunction with their dean, and where applicable, other key stakeholders, will utilize the results of the program review in identifying a limited number of priority areas that the program intends to address over the next three years in order to achieve its stated mission.

Section IV: Annual Progress Report: The supervisor/coordinator or other responsible person will assess the extent to which the program is achieving its objectives, addressing its priorities and adhering to the guiding principles of the Student Services division. Annual progress reporting precedes the annual unit planning process, and thereby, serves to provide a thoughtful means of reflection and preparation of this plan.
I. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) SUMMARY OF ANALYSIS: Summarize, in narrative format, key aspects of the analyses conducted in Section II, 1-7.

2) STRATEGIC PROGRAM/UNIT ISSUES: Describe the strategic issues/problems/barriers that must be addressed over the next three years in order for the program to make continual, measurable improvements in the fulfillment of its stated mission.
II. DATA COLLECTION & ANALYSIS

1) Provision and Delivery of Program Services

a) Program Mission & Service Provision:

1. Describe the mission of this program/unit.
2. Describe the key program services.

b) Past Performance & Accomplishment:

1. Provide a brief summary of previous performance, describing the major accomplishments and achievements (positive changes) that have occurred over the last three year period.

c) Data Analysis and Summary:

1. Quantitative Data Analysis:
   a. Identify the target audience and the numbers served over the last three academic years for each applicable service.
   b. Compare these numbers to overall institutional enrollment, or other relevant denominator where applicable (i.e. # of graduates who attend commencement ÷ total # of graduates) over the same timeframe.
   c. Disaggregate these data by various participant (gender, ethnicity, age, socioeconomic status, location of residence, etc.) and institutional (FTIC, enrollment status, mode of service delivery utilized, etc.) characteristics.
   d. List other key outcome measures for the program (and/or specific program services) for the last three academic years, by term, where applicable. Include in this section, data related to success and/or retention of academically-related services (i.e. EOP&S Student Outcomes).

2. Qualitative Data Analysis:
   a. Student Survey Analysis: Review survey data results, including those associated with student surveys of satisfaction, engagement, etc. Where possible, show changes in responses over time.
   b. Student Focus Group Analysis (if applicable): Review any data associated with having conducted one or more student focus groups. Describe the intent of the focus groups(s).

3. Summarize Quantitative & Qualitative Data Analysis:
   a. Summarize key findings from the analysis of quantitative and qualitative data. What are the trends and issues suggested through a review of these data?
   b. Questions to Consider: In what ways has the program grown/contracted? What significant changes do you see in the demographics of the student participants? What other trends and/or relevant changes does the data suggest in terms of participation? How effective has the program/unit been over the last three years in providing its services? How efficient? Does the data suggest that students have needs that are/are not being met?
   c. Data Needs: Has the program/unit identified outcome measures? What data does the unit need to collect in order better understand its performance?
2) Advisory Board Recommendations (DSPS, EOPS, & Transfer Center)

DSPS, EOPS, and the Transfer Center are required to have an advisory board and need to complete this section. Other programs may also have advisory boards & are encouraged to complete this section.

*Does the program have an active and effective advisory board? How often is it scheduled to meet? When did it last meet? Who are the members? [ ]*

*What advice has the board given to the program? Did the program follow through on recommendations by the board? [ ]*

**Future Directions:** *What does the advice/recommendations of the advisory board suggest in terms of future directions and/or issues that need to be addressed? [ ]*
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

Program/Unit-Level Learning Outcomes: Describe the student learning outcomes developed for your program/unit.

As a result of interacting with this program/completing this program, students will be able to:

i. ___________________________________________________________________
ii. ___________________________________________________________________
iii. ___________________________________________________________________
iv. ___________________________________________________________________
v. ___________________________________________________________________

Program-to-Division Learning Outcomes: Provide a matrix showing how these program/unit-level learning outcomes relate to the division level outcomes for student services.

Which of your unit-level learning outcomes have assessment measures been developed? Which learning outcomes have been assessed? If assessment results are available, what does this data suggest in terms of achieving these outcomes and/or areas of needed change/improvement? (Note: This question is not applicable for most programs for this cycle because you have not yet developed assessment measures or assessed student learning outcomes for your program.)

Future Directions: Based on the above information, identify the one student learning outcome you will assess over the next three years. Describe the college support you will need to develop the assessment instrument(s) for this learning outcome.
4) Workshop and/or Other Related Curriculum

This section is to be completed by all programs/units that develop, maintain and deliver and/or other non-course curriculum as part of their program/unit mission. Note: Programs that offer course curriculum (i.e., HCD, Work Experience, etc.) must adhere to the College curriculum review cycle.

Accreditation standard II.A.2.c states that “High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.” Explain how the program’s workshop(s) meets this standard, evaluating the extent to which it/they are coherent, comprehensive, and also meet the needs of the students and community.

How does the program ensure that its workshop curriculum is up-to-date with new discoveries and changes in the subject area?

Have all workshop outlines been updated within the last 3 years?

Future Directions: Based on the above information, what actions need to be taken over the next three years to ensure that program/unit workshop curriculum remains up-to-date and meets student needs?
5) Program Resource Utilization

It is important that the institution effectively and efficiently uses its full array of resources to achieve its educational purposes, including stated student learning outcomes and improvement of institutional effectiveness.

Staffing Trends: Review the staffing trends for your program over the last three years. How does the program’s current staff/faculty arrangement, particularly when considered relative to changes in college enrollment and program participation levels, support/impact the success of the program?

Staff Participation: Please describe participation by program personnel in department, college, district or statewide committees; include the number of staff and number and type (department, college, district or state) of committees.

Staff Professional Development: Please describe the level of program staff participation in professional development activities. Are there sufficient opportunities for professional development?

Facilities & Equipment: Does the program possess adequate facilities and equipment to maintain the effectiveness of its programs and services?

Finances & Budget: Describe any identified trends suggested through a review of the budget allocations and expenditures-by-major-category for the program/unit over the last one to three years.

Future Directions: Based on the above information and a thoughtful consideration of student services and college-wide plans (i.e. impending establishment of permanent outreach centers), what staffing changes will your program/unit require over the next one to three years? What additional professional development activities are needed to improve the program? What facilities, equipment and/or budget changes will your program require in order to accomplish its stated mission? How will these additional resources impact the success of the program?
6) Collaboration Across Our Communities

Current Partnerships: Describe partnerships you have created with other internal and external programs. What are the benefits of these partnerships and how have these partnerships improved student success? What modifications, if any, are needed to strengthen any existing partnerships? ☐

Future Directions: What future collaborative efforts do you envision developing to strengthen your program and contribute to the creation of a student support system? What potential barriers might impact the development of these efforts? How can you overcome these barriers? ☐
7) Other Program Issues

Other Issues: Please describe any other issues or items not listed in the previous categories that the program/unit feels are important to document and address.

Future Directions: What actions need to be taken over the next one to three years to address the above issues?
Appendix A: Data Artifacts

Provide a list of the quantitative and qualitative data utilized in the program review. Include in this appendices, copies of data elements from this list.
III. IDENTIFICATION OF PROGRAM PRIORITIES

a) Program Priorities:

1) Describe a limited number of priority areas that the program/unit will focus on over the next three years in order to address the key strategic issues identified in Section I of the program review. Program priorities should describe needed changes to existing operations and new initiatives necessary to achieve the stated mission of the program.

b) Objectives:

2) For each identified priority area (#1 above), describe the various actions (objectives) that are required to ensure that the said priority is fully addressed.

3) For each of these objectives, determine and describe the outcome measure(s) that can be used to assess its achievement.

Annual Unit Planning Process:

A department or program’s Annual Unit Plan represents a collection of objectives (Referred to as Unit Objectives) that it intends to pursue during a specific academic year. These unit objectives are directly linked and designed to achieve the annually established collegewide goals. The creation of the Annual Unit Plan occurs during the fall term. Its implementation begins the following fall.

To establish the Annual Unit Plan, the program will first;

4) Review the list of objectives that were created and associated with the above program priorities.

5) From this list, identify those objectives that meet the collegewide goals established for the subsequent academic year.

6) Identify any additional unit objectives (not associated with program priorities) that the unit/program will pursue during the subsequent year. Develop outcome measures for these unit objectives.

7) List all unit objectives, their associated outcome measures, and the preliminary statement of resources in the Unit Plan Templates according to established process. This unit plan will be completed in the fall term, for implementation the following year.
IV. ANNUAL PROGRESS REPORT

The annual progress report allows a program to determine the extent to which it is fulfilling its stated mission, and by extension, that of the college. This report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the program is achieving its objective, addressing its priorities and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit planning process, and thereby, serves to provide a thoughtful means of reflection and preparation. Progress reports will be appended to this document each summer-fall beginning in the academic year following the program review.

In order to complete the annual progress report, you will need to first complete the year-end annual unit plan document.

FALL 2009

a) Describe how the unit objectives pursued last year (listed in 2008-09 unit plan) led to improved program effectiveness and the achievement of collegewide goals. Attach a copy of the year-end Unit Plan Document showing the degree to which each unit objective was achieved.

b) Describe any impediments associated with achieving the unit objectives in last year’s unit plan? How will you overcome the barriers you encountered during the last year?

c) List each program priority identified in the 2008-2009 Program Review and describe the extent to which each has been addressed. Again, use the completed year-end unit plan document to assist in answering this question. Please note that the unit objectives pursued during the 2008-09 year were established prior to identify the program priorities.

d) Describe how you improved student engagement with the program, student learning, or other aspects of program quality over the last year?

e) What is the status of the efforts you made over the last year to assess student learning outcomes?

f) What have you learned from this process that would inform future attempts to change and improve your program? Describe any objectives that need to be added to or modified in the Program Review in order to address the program priorities.

g) Utilize the results of this Annual Progress Report to assist in completing the Annual Unit Plan Process that is initiated during the fall term.
Three Year Program Review Cycle

2008-09
- Comprehensive Program Review 2009-2012
  - Pursue 2008-09 Unit Plan Obj.
  - Create 2009-10 Unit Plan
  - Evaluate 2008-09 Unit Plan Obj.

2009-10
- Annual Progress Report
  - Pursue 2009-10 Unit Plan Obj.
  - Create 2010-11 Unit Plan
  - Evaluate 2009-10 Unit Plan Obj.

2010-11
- Annual Progress Report
  - Pursue 2010-11 Unit Plan Obj.
  - Create 2011-12 Unit Plan
  - Evaluate 2010-11 Unit Plan Obj.

2011-12
- Comprehensive Program Review 2012-15
  - Pursue 2011-12 Unit Plan Obj.
  - Create 2012-13 Unit Plan
  - Evaluate 2011-12 Unit Plan Obj.

2012-13
- Annual Progress Report