<u>**Comprehensive Program Review Self-Study Report**</u>

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 Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1 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

1.1   Briefly describe how the division or area contributes to the district mission.

1.2   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.

1.3   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.

1.4   Name of person leading this review

1.5   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 Effectiveness, Research and Planning (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 divisions/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 headcount and FTES enrollment data provided on the web link. Comment 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   Use the discipline student success data provided by web link.   Please note by race, gender, location and modality where improvement is needed to meet 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 achievement gaps in success and/or retention in the current academic year.*

2.4   Analyze and summarize trends in student progression through basic skills courses, if applicable.   Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

2.5   List degrees and certificates currently offered in the discipline. Discuss improvements in
        the   completion rates of degrees and certificates over the past five years. Also discuss
        improvements in license exam results, job placement/post testing and/or transfer rates to
        four-year institutions, if applicable. *

2.6   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   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.*

   Part 4 - Stakeholder Assessment

4.1   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).

Part 5 - Goals and Objectives

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.*

5.2   List discipline/area goals and objectives related to advancing district Strategic Goals,
        improving outcome findings and/or increasing the completion rate of courses, certificates,
        degrees and transfer requirements. Discipline/area goals **must be guided by district
        Strategic Goals** 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).*

                Current (up to three years)
                Goal: A specific target
                    • Guided by district Strategic Goal(s) #___
                    • 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) #___
- 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) #___
- Supporting action plan, 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 in priority 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 the Educational 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?