



# *PROGRAM REVIEW*

# *RESOURCE GUIDE*

Six-Year Review  
Academic and Vocational Programs

## SECTION 2

SELF-STUDY QUESTIONS

AND

FORMAT

SAMPLE

PROGRAM REVIEW

(name of disc.)

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## PROGRAM REVIEW

### Status Summary - Plan of Action-Post Validation

During the academic year, \_\_\_\_\_, \_\_\_\_\_ completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

*(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)*

PLAN OF ACTION

ACTION TAKEN ,RESULTAND STATUS



## Allan Hancock College Program Review

### 20XX-20XX Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

#### I. Program Mission *(must align with college mission statement)*

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

*(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)*

#### II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

### III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

### IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

### V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

### VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

## VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

## VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

## **STUDENT DATA SUMMARY**

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

# SELF-STUDY TEAM MEMBERS SHOULD INSERT THE FOLLOWING DOCUMENTATION INTO THE PROGRAM REVIEW PACKET

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

COURSE REVIEW VERIFICATION SHEET

COURSE OUTLINES

REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES  
(Summary – completed the year subsequent to the self study)

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation should be included in the packet upon completion in the spring semester.

## COURSE REVIEW VERIFICATION

Discipline: \_\_\_\_\_ Year: \_\_\_\_\_

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
  
2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20\_\_\_\_ SPRING 20\_\_\_\_:
  
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20\_\_\_\_ SPRING 20\_\_\_\_:

### **GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.**

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: \_\_\_\_\_

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on:  
\_\_\_\_\_

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: \_\_\_\_\_

Course Review Team Members:

Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
AP&P Chair	Signature	Date
Academic Dean	Signature	Date



## Student Services Program Review

**Semester & Year:**

**Service Area:**

**Program Review Chair:**

Program Review Team Members:

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This section should contain an objective, descriptive overview of the current program. Provisions are made for the identification of the mission statement, program purpose, and connection to college Strategic, Educational, and Facilities Plans for the service area under review. When applicable, connections to other relevant college plans, such as the Student Success and Support Plan and Student Equity Plan, are also encouraged in the program description.

It is suggested you first review the College Mission and what is contained in the college's plans, as a portion of your program description includes a narrative regarding how your student service program connects to these plans.

**Mission:**

**Program Purpose:**

**Please articulate the program's connection to College Mission, Educational Master Plan, Strategic Plan, Facilities Master Plan, and other applicable college plans:**

## **Follow Up: Previous Program Review Plan of Action**

During the previous program review in \_\_\_\_\_ academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

<b>PLAN OF ACTION</b>	<b>ACTION TAKEN/RESULT AND STATUS</b>

## Student Services Program Review Self Study Responses

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of the Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight individual criteria to be evaluated are presented along with major topics to address for each criteria. (Place your responses in the expandable text boxes below.)

### 1. Services and Curriculum

- A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services.

**Methods/Evidence:**

**Plan of Action:**

## 2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

**Methods/Evidence:**

**Plan of Action:**

### 3. Student Outcomes

- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc...
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment Schedule (**please attach with appendix**).

**Methods/Evidence:**

**Plan of Action:**

#### **4. Personnel and Support Services**

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

**Methods/Evidence:**

**Plan of Action:**

## 5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

**Methods/Evidence:**

**Plan of Action:**

## 6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

**Methods/Evidence:**

**Plan of Action:**

## 7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
- D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

**Methods/Evidence:**

**Plan of Action:**

**8. State and Federal Compliance**

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

<p><b>Methods/Evidence:</b></p>          <p><b>Plan of Action:</b></p>
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## **Major Program Strengths**

List the major strengths of the program organized numerically by criteria

## **Major Program Challenges and Opportunities**

List major challenges and related opportunities organized numerically by criteria

### Plans of Action (POA) for Service Improvement

Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans* & SLOs

\*Identify specific objective or goal number in College plans include the Strategic Plan, Educational Master Plan, Facilities Plan, etc.

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By (Print & Sign)

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Reviewed:

Program Director/Department Chair\*

\_\_\_\_\_ Date: \_\_\_\_\_

\*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

\_\_\_\_\_ Date: \_\_\_\_\_

Vice President of Student Services

\_\_\_\_\_ Date: \_\_\_\_\_