

## Overview of Program Review Process Structure

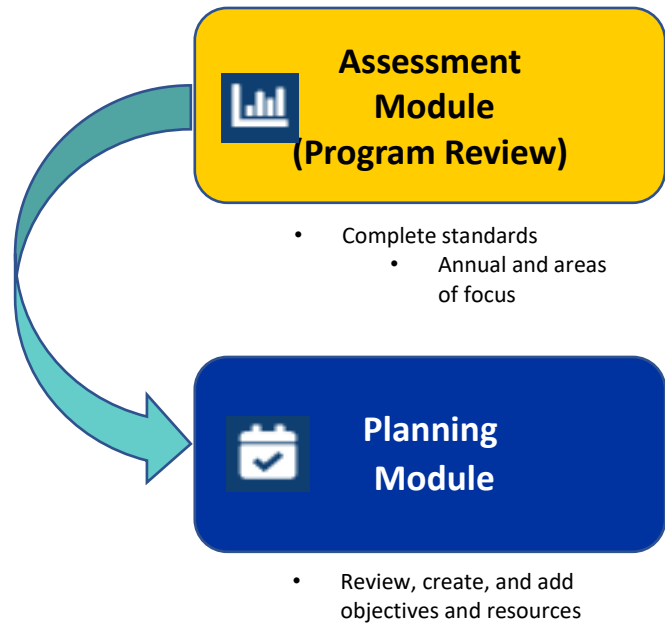
Strategic Planning Online (SPOL) is a strategic planning software to connect planning processes. Program Review is completed in two modules: Assessment, which houses the program review standards, and Planning which is used for goal/objective setting and resource requests and budgeting.

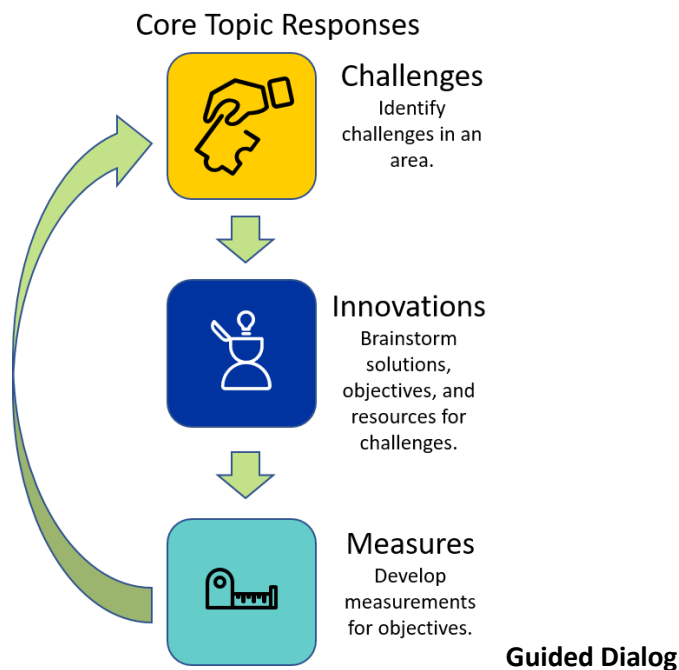
**Step 1- Assessment Module:** Complete standards in the program review section in the Assessment Module.

There are both annual questions and areas of focus. These prompts should be answered with input from key stakeholders. You can use the sample questions in the guided dialog (See below) to answer questions.

**Step 2- Planning Module:** Strategic planning is centered around the planning module. Objectives and resource requests reside here. To strategically plan your program review, follow these steps:

1. Review past objectives
  - a. Update progress and add notes
  - b. Close out completed objectives
2. Create new objectives
  - a. Your program review narrative should lead to recommendations for objectives. Use the planning module to create these objectives and align them with institutional plans.
  - b. You will find it easier to attach program review analysis to your objective(s) and resource requests if you create new objectives first.





Below are the topics of focused each year. A program would be reporting on past challenges, future innovations, and measurements. For example, a discussion around scheduling might be around student access. *Challenges* to discuss might be access to evening classes for students with day work schedules. Students might have difficulty finding required courses with schedules that have few evening options. You should consider equity impacts by examining data disaggregated by population groups to determine if there is disproportionate impact regarding access or success. The *innovation* may be expanding evening courses by scheduling more classes and providing incentive for instructors to teach later courses. A program might *measure* the success these objectives by examining fill rates in evening courses and surveying students to assess the continued need of such courses. The discussion would be why changes are needed, how they would be facilitated, who would be responsible, what would the program need to make changes happen, when these would happen, and anticipated outcomes.

**Sample Mission, Goals, and Objectives**

	<b>Definition</b>	<b>Sample</b>
<b>Mission</b>	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English department is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the department affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
<b>Goals</b>	The general aims or purposes of the program and its	Increase literacy and writing competency within the students and college community.

	curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	
<b>Objectives</b>	Objectives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
<b>Actions/ Task</b>	These are the specific actions/resources needed in order to complete an objective.	Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.

**Program Review Prompts:**

**1. Yearly Updates**

- a. Has your program mission or primary function changed in the last year?
- b. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
- c. Learning Outcomes Assessment
  - i. Please summarize key results from this cycle’s assessment.
  - ii. Please summarize your reflections, analysis, and interpretation, of the learning outcome assessment and data.
  - iii. Please summarize recommendations and/or accolades that were made within the program/department.
- d. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
- e. Were there any staffing changes?
- f. What were your program successes in the last year?
- g. CTE two-year review of labor market data and pre-requisite review
  - i. Does the program meet documented labor market demand?
  - ii. How does the program address need that are not met by similar programs?
  - iii. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
  - iv. Have the recommendations from previous report been addressed?

**2. Core Topics**

- a. What data were analyzed and what were the main conclusions?
- b. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
- c. What are your plans for change or *innovation*?
- d. How will you *measure* the results of your plans to determine if they are successful?
- e. Based on your data analysis and inquiry, what resources are needed for your program?

**Innovative Scheduling** embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

**Possible topics:**

- Review scheduling practices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

**Curriculum and Teaching Design** analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

**Possible topics:**

- Review courses and programs through an equity to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups.
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

**Education and Industry Partnerships** – review relationships with four-year institutions, including preparation for transfer and changes in major requirements. Assess labor market needs and outcomes with a focus on the needs of employers and regional partners. Sample activities include the following:

**Possible topics:**

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

**Enrollment Trends and Efficiency** – look for areas of growth or decline, relationship to the college and similar programs, and trends (eg, head count, enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

**Possible topics:**

- Review FTES, headcount, and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze through put of students from entry to completion and assess time to completion and disproportionate impact.

- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

**Academic Services and Support** – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

**Possible topics:**

- Collaborate with guided pathways student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results. Assess co-curricular support programs and services.