Fill in gray-shaded areas. The font standard is Calibri, 11-pt. Single line spacing. v2.0

Program Performance, Instructional

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC1]: *Instruction-related Standards*
Have program enrollments across the range of curricular offerings been in line with expectations, relative to college-wide trends and/or to enrollment trends in comparable programs at other educational institutions? Are the student/faculty ratios and class capacities in this program consistent with college expectations, disciplinary norms, and with sound educational practice?

How effective is the program in attending to and promoting the success of its students in terms of, as appropriate, course completion rates, course grade distributions, degrees and certificates awarded, transfers to other institutions, assessment of course-based student learning outcomes, objective evaluation of student preparedness (assessment, placement, course pre- and co-requisites), market and industry trends, advisory board feedback, and other comparable issues?
Program Outcomes
What types of outcomes have been written for this program? Service Area Outcomes? Administrative Unit Outcomes? Student Learning Outcomes? Have Assessment Cycles (ACs) been established and have assessments been conducted according to a timeline? How have the results been used to provide continuous improvement of the program? Please explain and provide applicable data measures and results.

Program Performance, Service Area

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC2]: *Program Relations*
Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues?

Processes and Procedures
Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and comprehensive? Are the procedures and processes well understood and routinely observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address?

Regulatory Compliance
Does the program attend to and meet the various local, state, and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs throughout the institution and seeing that those programs do not act in ways that would compromise institutional compliance?

Effectiveness and Initiative
Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions?

Program Outcomes
What types of outcomes have been written for this program? Service Area Outcomes? Administrative Unit Outcomes? Student Learning Outcomes? Have Assessment Cycles (ACs) been established and have assessments been conducted according to a timeline? How have the results been used to provide continuous improvement of the program? Please explain and provide applicable data measures and results.

Program Resources

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC3]: Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?

Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?

Program Personnel

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC4]: Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department?

Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?

What actions have the faculty members appointed to the program taken to remain current in the discipline? What change to the program faculty in terms of new appointments, promotions, retirements, or resignations have occurred since the last review of the program?

Is the distribution of tenured and untenured, permanent and temporary, full-time, part-time, and overload assignments appropriate and in keeping with college or disciplinary standards?

Program Curriculum

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC5]: Has the curriculum in this program been kept current and contemporary through regular reviews of and modifications to approved courses, contents of course outlines, modes of instructional delivery, degree and certificate paths, pre-and co-requisites, course sequencing, student learning outcomes, articulation agreements, and other comparable issues?

Have student learning outcomes (SLOs) been written for this program? Are the discipline and program SLOs still relevant? Were any Course or Program SLO revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? Please provide data on the number of SLOs that were written in the previous year or modified/deleted in the prior year.

Program Students

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC6]: Consider the profiles of students in your program and address whether this is changing over time, if there is an underlying cause driving the change, if you expect the trend to continue, and how the profiles compare to your peer-group and the entire college.

Fill in gray-shaded areas. The font standard is Calibri, 11-pt. Single line spacing. v2.0

Program Performance

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC1]: Have program enrollments across the range of curricular offerings been in line with expectations, relative to college-wide trends and/or to enrollment trends in comparable programs at other educational institutions? Are the student/faculty ratios and class capacities in this program consistent with college expectations, disciplinary norms, and with sound educational practice?

How effective is the program in attending to and promoting the success of its students in terms of course completion rates, course grade distributions, degrees and certificates awarded, transfers to other institutions, assessment of course-based student learning outcomes, objective evaluation of student preparedness (assessment, placement, course pre- and co-requisites), market and industry trends, advisory board feedback, and other comparable issues?

Were Student Learning Outcome Assessment Cycles (SLO* ACs) conducted as specified in the timeline? Indicate the number of SLOs in your program and the number that were assessed in the past year. How have the results of completed SLO ACs been used to provide continuous improvement to the operation of the program? (i.e. were any action plans developed based on Course SLO &/or Program SLO assessment data?)What progress was made with respect to any action plans implemented in prior years that were directed towards improving student success? If resources were provided to implement an action plan, how were they utilized and relate any follow-up SLO assessment data?

Program Resources

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC2]: Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?

Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?

Program Personnel

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC3]: Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department? Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?

What actions have the faculty members appointed to the program taken to remain current in the discipline? What change to the program faculty in terms of new appointments, promotions, retirements, or resignations have occurred since the last review of the program?

Is the distribution of tenured and untenured, permanent and temporary, full-time, part-time, and overload assignments appropriate and in keeping with college or disciplinary standards?

Program Curriculum

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC4]: Has the curriculum in this program been kept current and contemporary through regular reviews of and modifications to approved courses, contents of course outlines, modes of instructional delivery, degree and certificate paths, pre-and co-requisites, course sequencing, student learning outcomes, articulation agreements, and other comparable issues?

Have student learning outcomes (SLOs) been written for this program? Are the discipline and program SLOs still relevant? Were any Course or Program SLO revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? Please provide data on the number of SLOs that were written in the previous year or modified/deleted in the prior year.

Program Students

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC5]: Consider the profiles of students in your program and address whether this is changing over time, if there is an underlying cause driving the change, if you expect the trend to continue, and how the profiles compare to your peer-group and the entire college.

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Program Performance

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC1]:

Program Relations
Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues?

Processes and Procedures
Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and comprehensive? Are the procedures and processes well understood and routinely observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address?

Regulatory Compliance
Does the program attend to and meet the various local, state, and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs throughout the institution and seeing that those programs do not act in ways that would compromise institutional compliance?

Effectiveness and Initiative
Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions?

Program Outcomes
Have administrative unit outcomes (AUOs), or their equivalent, been written for this program?
Are the program's AUOs still relevant? Were the Administrative Unit Outcomes Assessment Cycles conducted as specified in the assessment timeline? How have the results of completed AUO ACs been used to provide continuous improvement to the operation of the program?

Program Resources

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC2]: Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?

Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?

Program Personnel

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

Analysis/Discussion:

Comment [IPRC3]: Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department?

Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?

Program Name
[Select your program name] SAME AS OLD FORM
Plan Name
[Identify your plan with a unique title] SAME AS OLD FORM. KEEP SAME NAME FOR CONTINUING PLANS.
Plan Motivation
[State how this plan addresses the District Mission Statement] NEW FIELD
[Identify the Primary Insitutional Objective from the Strategic Plan (SP) that motivates this plan]
[Identify a Secondary Institutional Objective from the Strategic Plan]
[Identify an Action Plan from the Strategic Plan that motivates this plan]
[Identify the Primary section of the Program Review that motivates this plan]
[State Course SLO, Program SLO, AUO, or SAO that this plan is meant to address] NEW FIELD
[Briefly state the purpose of the plan and how data and analysis from Program Review support this plan] SAME AS OLD FORM. UPDATED LANGUAGE.
Plan Alignment
[To what extent and to what degree has this plan met the expectations specified in the college's integrated planning documents (CMP, Strategic Plan, Technology Plan, etc.) and divisional criteria?] SAME AS OLD FORM. UPDATED LANGUAGE. SECTION FORMERLY TITLED PLAN STATUS.
Responsibilities
[State responsible individuals within the program and any partnering individuals/programs] SAME AS OLD FORM
Plan Assessment and Evaluation
[State the products/outcomes of this plan and how they will be assessed and evaluated] SAME AS OLD FORM. UPDATED LANGUAGE. SECTION FORMERLY TITLED MILESTONES, DELIVERABLES, ANE EXPECTED COMPLETION DATE.
[Indicate the Expected Completion Date of this Plan] SAME AS OLD FORM
Plan Resources
[Are you requesting funding and/or resources for this plan?] NEW FIELD
[Equipment and/or supply needs] SAME AS OLD FORM
[Technology needs] SAME AS OLD FORM
[Facility needs] SAME AS OLD FORM
[Personnel needs] SAME AS OLD FORM
[Curriculum needs] SAME AS OLD FORM
Progress as of this Program Review
[Enter a percent complete of this plan as of this Program Review] SAME AS OLD FORM
[What progress has the execution of this plan made in addressing the recommendations adopted in prior reviews of the program? To what extent have the plan objectives been achieved? To what extent has such achievement improved the program? Describe the effect and impact any approved funding requests from prior program review cycles had on your program.] SAME AS OLD FORM. UPDATED LANGUAGE.
Suggested changes to Action Plan(s) in the Strategic Plan (if applicable)
[The Strategic Plan (SP) can be updated as needed and any information included here can be used to support potential changes to Action Plans in the SP.] SAME AS OLD FORM. UPDATED LANGUAGE.

Program Name
[Select your program name]
Plan Name
[Identify your plan with a unique title]
Plan Motivation
[State how this plan addresses the District Mission Statement]
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[Technology needs]
[Facility needs]
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