instructional-program-review-template

Program Context

1. Mission
Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

2. Articulation
Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Looking back

4 Progress Report -
4a IPC Feedback:
Provide your responses to all recommendations received in your last program review cycle.

4b. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.

Current State of the Program:

- **For the following questions, please use** the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program.

5a. Program of Study Changes
List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

5b: Program of Study Completability
Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? If not, was your program completable within the District?

5c: Program of Study Maps
Review your program's currently listed program maps. Are any updates needed? If so, please list the needed changes. [These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.]

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Describe trends and significant changes and any disproportionate enrollment impacts in course offerings.

Describe any statistically significant disproportionate enrollments of student subpopulations.

Describe trends in headcount, FTES, and load.

If applicable, describe any other enrollment data that is relevant to your program.

For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

NOTE: If additional sources of data are used, please upload these documents or provide links.

7: Success and Completion

Course Completion (completion data and retention data are the same thing?)
7a: Current success and completion data:
Describe the student success and completion rate in your courses and any disproportionate enrollment impacts in course success rates and/or program using the data provided by PRIE.

7b: Online Success
The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between asynchronous, synchronous, hybrid and face-to-face courses? Describe any disproportionate online course success rates by modality.

If your program does not offer online courses, please write "not applicable."

8: Resource Changes

8a Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved?

8b: Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

9. SLOs and PLOs
9A. SLO Assessment - Compliance
Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

9B. SLO Assessment - Impact
Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

9C. PLO Assessment
Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

Looking Ahead:
Program Planning and Goals
10. Provide specific and measurable actions plans for achieving more equitable outcomes for students with regard to enrollment, success, and completion.

10a. Improving enrollment
What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

10b: Improving success and completion rates
What changes does your program propose to make to improve student course completion and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student completion and success?
> Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps **and to include those here**. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, and/or plans for faculty recruitment and faculty training.

10c What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

For Library

11A. Other Instruction & Services

Describe the programs' other instructional offerings (e.g. workshops, orientation) and menu of services (e.g. reference, tutoring). Report on student attendance and usage of these offerings. Are there any disproportionately underserved student populations? What changes could be made to improve these instructional offerings and services and/or improve student utilization?

11B. Resource & Facility Use

Describe your current usage of resources and facilities. How can your usage of resources or facilities be more effective?