Below are brief descriptions and or examples that provide context for the questions within the Program Review Survey. Please refer to this document if you are unsure of what a question means or how to answer it. Should you have any questions, you can contact the following resource people for Program Review based on the nature of the question:

- General process – John Hannigan
- SLO/PLO or ILO – Heidi Diamond
- Data – Inge Bond
- Budget Requests/Resource Allocation – Pat Fenton

GENERAL
What is the name of your program?
Use drop down menu.

Person responsible for completing this program review.
Please type your name as the primary person responsible for this review.

Please list the names of others who will be involved in the program evaluation.
Program evaluation is a collaborative activity which includes full & part-time faculty, staff and students. List the names of those who have made contributions.

Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc). Additionally, what other college programs or shared governance groups rely on your services?
This question provides programs with the opportunity to explore the effect(s) of external regulations, legal statues, licensing requirements, industry standards and other factors on its offerings and operations.

What progress has been made in implementing proposed actions and/or objectives described in your past program review?
This question provides evidence that all programs engage in cycles of continuous improvement. The process includes goals setting, implementation of actions and objectives in support of the goals, and evaluation of progress toward the reaching the stated goals.
If additional resources were requested and allocated, describe how those resources have been used or will be used.

This question provides evidence that budget planning and resource allocation is aligned with program review.

Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?
This question addresses the need for programs engage in continuous quality improvement efforts. The program should address how implemented changes for improvement will be monitored.

Does the program need to modify any of the goals/objectives/plans cited above or to create new ones? Please describe.
This question provides ongoing evidence that all programs engage in cycles of continuous improvement. The process includes goals setting, implementation of actions and objectives in support of the goals, and evaluation of progress toward reaching the stated goals.

REVIEW STATUS
Is this a full or update program evaluation?
Check one. See the schedule of program reviews.
Choosing full review leads you to all the questions. Choosing Update directs you to a subset of questions

PROGRAM PERFORMANCE DATA
List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies (e.g. point-of-service surveys, utilization data): This question asks programs to indicate the data collected (e.g. surveys, meeting minutes, and reports) from constituencies and internal clients as developed in General Questions, and analyzed to evaluate the effectiveness and efficiency of its interactions with each of its constituencies. The data should be linked to conclusions and subsequent goals, actions, and objectives.

In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency in meeting the needs of each of its constituencies?

This question asks programs to make judgments about the degree to which it is serving the needs of its constituencies. This question addresses an accreditation requirement that programs engage in ongoing evaluation of program practices in support of improved student learning and achievement.

Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
Depending upon the types of data collected, answers to this question could include an analysis of enrollment changes, impact of program services on student retention and success, evidence of compliance with regulations, utilization and level of satisfaction with program services.

03/21/2013
Based on the above conclusions, what actions or objectives does the program propose?
This question provides programs with the opportunity to systematically explore goals, program practices, and needed resources to improve the experiences students have with the program and to address, where relevant, recommendations of the Student Success Act:

- Increase Student Readiness for College
- Strengthen Support for Entering Students
- Incentivize Successful Student Behaviors
- Improve the Education of Basic Skills Students
- Align Resources with Student Success Recommendations

This question also addresses an accreditation requirement that programs engage in ongoing evaluation of program practices in support of improved student learning and achievement. Programs are encouraged to research benchmark similar programs across the state.

How will the program measure the impact of the proposed changes?
The intent of this question is to have programs engage in continuous quality improvement efforts based on data collection and analyses. The program should address how implemented changes for improvement will be monitored.

LEARNING OUTCOMES PART I
List program learning outcomes (PLOs) here (click here for college catalog):
This question addresses the accreditation requirement that all programs have learning outcomes. Contact Heidi Diamond with any further questions regarding the program’s PLOs.

Identify the institutional learning outcomes (ILOs) that apply to your program:
Check all that apply.

Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
This question addresses the accreditation requirement that there be linkages between PLOs and ILOs. Phrase your answer to indicate what and/or how students demonstrate the learning outcome(s) not simply what activities or opportunities the program provides. Describe the activities and measurements used.

Example: After participating in college tours, students prepare and present PowerPoint presentations evaluating which college best fits their educational plans. This addresses the PLO: Students develop an educational plan with the goal to transfer to a 4-year institution and the ILO: Effective Communication.

How does the program contribute to the fulfillment of the college mission?
This question addresses the requirement that programs be aligned with the mission of a college. The response should be aligned with data that supports the preparation of students to transfer, reach career goals, or achieve academic excellences.

03/21/2013
Example: The program offers multiple opportunities for students to develop study skills, learning strategies and time management techniques. Data from students participating in the study skills workshops shows that their course grades improved compared to students who did not participate.

LEARNING OUTCOMES PART II
Check the master program Review and Assessment Schedule. Has your program conducted PLO assessment(s) in the last 3 years? If no, explain.
The intent of this question is to address accreditation requirements for ongoing, sustainable improvement in student learning.

What improvements have you implemented, or do you plan to implement, to improve your program’s outcomes?
The intent of these questions is to address accreditation requirements for ongoing, sustainable improvement in student learning. Explain how the program plans on improving student learning. You need to identify actionable improvement(s). Note, these improvements may need more funding. Also, these improvement(s) will become goals with implementation dates.

Example: Many students are not meeting regularly with counselors to update educational plans. The program will initiate an email notification system to contact students who have not seen a counselor in 2 semesters. The goal is to decrease the number of outdated degree plans by 30% by FALL 2015. SARS data will be used. The total number of units students complete before transfer or degree attainment should drop when they have accurate degree plans.

Please describe any barriers to the planned improvements described in the outcomes assessment questions above.
This question provides program the opportunity to analyze factors such as college structures, faculty limitations, decrease in external funding that are impeding SLO/PLO efforts. If resources are necessary, these must be included in the program’s budget requests.

Based on the program’s outcomes assessments, what institution-level needs have been identified? The intent of this question is to solicit input regarding institutional changes that would assist the program in meeting its PLOs.

CONCLUSIONS
Describe notable accomplishments in serving your constituencies since the last program review.
This question provides programs the opportunity to highlight changes or initiatives that positively affected its relationship with its constituencies.

What general conclusion(s) do you draw about your program’s strengths and challenges at this time.
This question gives programs the opportunity to evaluate their strengths and present challenges in meeting their improvement plans.

03/21/2013
This question addresses the accreditation requirement that there be linkages between SLOs, PLOs, and ILOs. Phrase your answer to indicate what and/or how students demonstrate the learning outcome(s) not simply what activities or opportunities the program provides.

**Example:** After participating in college tours, students prepare and present PowerPoint presentations evaluating which college best fits their educational plans. This addresses the PLO: Students develop an educational plan with the goal to transfer to a 4-year institution and the ILO: Effective Communication.

**How does the program contribute to the fulfillment of the college mission?**
This question addresses the requirement that programs be aligned with the mission of a college. The response should be aligned with data that supports the preparation of students to transfer, reach career goals, or achieve academic excellences.

**Example:** The program offers multiple opportunities for students to develop study skills, learning strategies and time management techniques. Data from students participating in the study skills workshops shows that their course grades improved compared to students who did not participate.

**LEARNING OUTCOMES PART II**
**Has your program performed outcomes assessment in the last 3 years?**
If no, explain.
The intent of this question is to address accreditation requirements for ongoing, sustainable improvement in student learning.

**Based on your program’s outcomes assessment(s), what improvements is your program implementing?**
The intent of this question is to address accreditation requirements for ongoing, sustainable improvement in student learning. Explain how the program plans on improving student learning. You need to identify actionable improvement(s). Note, these improvements may need more funding. Also, these improvement(s) will become goals with implementation dates.

**Example:** Many students are not passing intermediate algebra the first time they take the course. The program will seek funding to expand math boot to more students.

**Please describe any barriers to the planned improvements described in the outcomes assessment questions above.**
This question provides program the opportunity to analyze factors such as college structures, faculty limitations, decrease in external funding that are impeding SLO/PLO efforts. If resources are necessary, these must be included in the program’s budget requests.

**What goals have been established to evaluate the effectiveness of the improvement plans described above:**
The intent of this question is to have programs engage in continuous quality improvement efforts based on SLO and PLO analyses. The program should address how implemented changes for improvement will be monitored.

03/21/2013
Based on the program's outcomes assessments, what institution-level needs have been identified?
The intent of this question is to solicit input regarding institutional changes that would assist the program in meeting its PLOs.

CONCLUSIONS
Describe notable accomplishments in serving your constituencies since the last program review.
This question provides programs the opportunity to highlight changes or initiatives that positively affected its relationship with its constituencies.

What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?
This question gives programs the opportunity to evaluate its strengths and present meeting its improvement plans.

03/21/2013
PROGRAM PERFORMANCE DATA

List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. College Point of Service Survey, student retention data, student satisfaction surveys, student progress tracking, service utilization data, and data to comply with state or other agency requirements).

These data sources should be used in completing subsequent questions.

Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?

Depending upon the types of data collected, answers to this question could include an analysis of enrollment changes, impact of program services on student retention and success, evidence of compliance with regulations, utilization and level of satisfaction with program services.

Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

This question provides programs with the opportunity to systematically explore goals, program practices, and needed resources to improve the experiences students have with the program and to address, where relevant, recommendations of the Student Success Act:

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This question also addresses an accreditation requirement that programs engage in ongoing evaluation of program practices in support of improved student learning and achievement. Programs are encouraged to research benchmark similar programs across the state.

How will the program measure the impact of the proposed changes?

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Check all that apply.

Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

03/21/2013
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CONCLUSIONS
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What general conclusion(s) do you draw about your program’s strengths and challenges in meeting its intended goals, objectives, and requests for resources? This question gives programs the opportunity to evaluate its strengths and present meeting its improvement plans.