

## INSTRUCTION PROGRAM REVIEW

Program Name: Enter Program Name  
Faculty Contact: Enter Name

Academic Year: 201X- 201X  
Program Review Submission Date: Enter Date

### I. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **institutional planning documents** as appropriate.

[Click here to enter program description](#)

### II. Student Learning and Program Data

#### A. *Discuss Student Learning Outcomes Assessment*

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss success rates and areas in need of improvement.
2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative?
3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.
4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.
5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs?

#### B. *Student Success Indicators*

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

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[Click here to enter discussion of student success](#)

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

[Click here to enter instructional mode narrative](#)

### C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-Time FTEF, etc.).

[Click here to enter program efficiency narrative](#)

## III. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

[Click here to enter descriptive narrative](#)

## IV. Planning

### A. *Results of Program Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

[Click here to enter descriptive narrative](#)

### B. *Program Vision*

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **institutional planning documents** as appropriate. Address discussion in Section II. Student Learning and Program Data: SLO assessment results and trends in student success indicators.

**[Note:** Specific plans to be implemented in the *next year* should be entered in Section V.C.]

[Click here to enter program vision narrative](#)

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1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

[Click here to enter professional enrichment narrative](#)

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

[Click here to enter narrative describing collaboration](#)

3. To guide the **Institutional Planning Committee (IPC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

***Leave items blank if no major changes are anticipated.***

Faculty: [Click here to enter long-range planning: Faculty narrative](#)

Equipment and Technology: [Click here to enter long-range planning: Equipment and Technology narrative](#)

Instructional Materials: [Click here to enter long-range planning: Instructional Materials narrative](#)

Classified Staff: [Click here to enter long-range planning: Classified Staff narrative](#)

Facilities: [Click here to enter long-range planning: Facilities narrative](#)

### C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

#### Plan 1

Title:

[Click here to enter title](#)

Description

[Click here to enter plan description](#)

Action(s)	Completion Date	Measurable Outcome(s)
<a href="#">Click here to enter action</a>	<a href="#">Choose Year or Semester/Year</a>	<a href="#">Click here to enter measurable outcome</a>

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Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

### Plan 2

Title:

Click here to enter title
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Description

Click here to enter plan description
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Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

<b>V. Resource Requests</b>
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#### A. Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

Full-time faculty requests	Number of positions
	Tab to add rows

#### Complete Full-Time Faculty Position Request Form

Equipment and Technology

	Cost

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### Instructional Materials

	Cost

### Classified Staff

	Cost

### Facilities

**For immediate or routine facilities requests, submit a CSM Facility Project Request Form.**

	Cost

<b>VI. Program Maintenance</b>
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#### A. *Course Outline Updates*

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

**Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

#### B. *Website Review*

Review the program's website(s) annually and update as needed.

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Faculty contact(s)	Date of next review/update
	Tab to add rows

### C. SLO Assessment

Faculty contact(s)	Date of next review/update
	Tab to add rows