Program Name:

Program Contact:

Academic Year:

Status:

Updated on:

**INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us to:

* Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  + efforts to achieve equity across student populations and modes of delivery;
  + results of assessment activities aimed at improving or researching student learning;
  + new challenges or changes to the program.
* Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn’t and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. **Description of Program (200-400 words)**

* Provide a brief description of the program and how it supports the following:
  + [CSM Mission and Values Statements](https://collegeofsanmateo.edu/statements/)
  + [CSM Statement of Solidarity](https://www.collegeofsanmateo.edu/statements/solidarity.php)
  + [CSM’s Strategic Priorities](https://www.collegeofsanmateo.edu/emp22/04_governance.php)
  + [SMCCCD’s Strategic Goals](https://www.smccd.edu/strategicplan/)
  + [CSM Forward 2028 - Education Master Plan](https://collegeofsanmateo.edu/emp22/)
* Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

**2. Results of Previous Program Review (200-500 words)**

1. Describe the results of your previous Program Review’s action plan and identified equity gaps.

* Previous Goals
* Results Achieved
* Changes Implemented
* Plans still in progress
* Any notable or surprising results and outcomes

1. Explain any curriculum or programmatic changes since last program review

* To specific courses, or to any discipline as a whole
* Includes degree, certificate, or course sequences, program delivery or structure, etc.

1. Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

* SLO/SAO
  + What did the assessment focus on?
  + Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
  + Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
* Assessment results
  + What was the activity or intervention?
  + What were the outcomes?
* Program improvements implemented
  + What did you learn from it?
* What changed?

1. **Current Program Review (200-400 words)**

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **College Stats**  **2022-23** | **Ethnicity** | **First Gen** | **Age** | **Gender** | **Total** |
| **Headcount (unduplicated)** | Latinx 32%  White 26%  Asian 20%  Filipino 7%  Multiracial 7%  Black 3%  Pacific Islander 2%  Unknown 3%  Native American 0% | 45% of our students are the first in their family to go to college. | 66% 24 yrs. and under  18% Ages 25-34  17% over 35 yrs. | 49% Female  48% Male  3% Non-disclosed or non-binary | 13,180 students |
| **Enrollments (duplicated)** | Latinx 35%  White 26%  Asian 16%  Filipino 6%  Multiracial 8%  Black 3%  Pacific Islander 3%  Unknown 3%  Native American 0% | 47% of enrollments were by students who are the first in their family to go to college. | 76% 24 yrs. and under  13% Ages 25-34  11% over 35 yrs. | 48% Female  50% Male  2% Non-disclosed or non-binary | 37,014 enrollments |

1. **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

* Findings: What has changed from the previous program review?
* Analysis: What factors do you feel contribute to these gaps?
* Resources: If you were granted a resource request, please note what that was and the impact it had.
* Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
  + interventions implemented
  + any successes in closing gaps
* ongoing challenges

|  |  |  |  |
| --- | --- | --- | --- |
| **Findings** | **Analysis** | **Resources** | **Plans to Address Opportunity Gaps** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

1. **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

* Changes since last Program Review: What has changed, in terms of gaps, since last program review?
* Analysis of gaps: What factors do you feel contribute to these gaps?
* Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  + interventions implemented
  + any successes in closing gaps
  + ongoing challenges

|  |  |  |
| --- | --- | --- |
| **Changes since last Program Review** | **Analysis** **of Gaps** | **Plans to Address Opportunity Gaps** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

**4. Planning**

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

* SLO/SAO
  + What will your assessment focus on?
  + Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  + Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
* Assessment plan
  + What is the planned activity or intervention?
  + Describe next steps and the timeline for your SLO/SAO assessment
* Resources for SLO/SAO assessment
  + What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

|  |  |  |
| --- | --- | --- |
| **SLOs/SAOs** | **Assessment Plan** | **Resources for SLO/SAO assessment** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |

1. **Program goals**

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

* A brief description of the issue being addressed (equity gap, etc.)
* What actions you plan to take
* What measurable outcomes you hope to achieve
* A timeline
* Who is responsible
* What support do you anticipate needing in order to achieve your goals and plans, including:
  + Professional development activities
  + Institutional support
  + Collaborations
  + Training
  + Resources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Actions** | **Measurable Outcomes** | **Timeline** | **Responsible** **Party** | **Support Needed** |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |

**5. CE Only**

1. Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

* [State of California Employment Development Department, Labor Market Information Division](http://www.labormarketinfo.edd.ca.gov/geography/lmi-by-county.html) (the official source for California Labor Market Information):
* [Employment data](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx) (by Program Top Code) from the State Chancellor’s Office

1. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
2. Review and update the program’s Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
3. What strategies have you discussed in your recent Advisory Committee’s meetings to meet the needs and challenges of getting people retrained and back to work?