**Comprehensive Instructional Program Review Criteria- 2024/2025**

# Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review, to be completed every four year (4-year cycle). One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the November 30 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college’s goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the Institutional Effectiveness Committee (IEC) chair. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due November 30th for feedback)** and samples of recent Program Reviews, are available in CurriQunet and on the college website [https://www.evc.edu/why-evc/accreditation/institutional-effectiveness/program-review.](https://www.evc.edu/why-evc/accreditation/institutional-effectiveness/program-review.%20) If you have any questions, please feel free to contact EVC’s Institutional Effectiveness Committee (IEC) chair.

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the allocation process in the College Budget Committee.

# Evergreen Valley College’s Mission:

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

# Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
   * Access
   * Curriculum and programs
   * Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

* + Increase visibility
  + Develop strategic partnerships
  + Building campus community

1. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
   * Communication
   * Employee development
   * Transparent Infrastructure

## Department/Program Name:

## Year of Last Comprehensive Review:

## Preparers’ Name(s):

## Area Dean:

## Overview of the Department/Program

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| 1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program’s development. |
| 1. Please provide an update on the program’s progress in achieving the goals (3 years) set during the last comprehensive program review. |
| 1. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College’s mission and success. |
| 1. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal). |
| 1. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success. |

## PART A: Program Effectiveness and student success

## Program Set Standards

Overall, EVC’s Institution Set Standard for success rate is **72%**, and the aspirational goal for student success is **75%.**

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| --- | --- | --- | --- | --- |
| *Success Rate* (completion with “C” or better) | Program (%) | EVC (%) | Program Set Standard (established during last comprehensive PR) | Program Success Goal (new) |
| F’19-F’23 average |  |  |  |  |

*Program Set Standard***:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

*Recommendation*: 90% of the 6 year average success rate could be your program standard (average x 0.9).

*Program Success Goal*: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

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| --- | --- |
| 1. Is your program success rate higher or lower than the campus? |  |
| 1. If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve? | |
| 1. Is the current program success rate higher than the program set standard? | |
| 1. How close is the program to meeting the program success goal? | |
| 1. Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards. | |

1. **Success Rate (“C” or better) (average F19 - F23)**

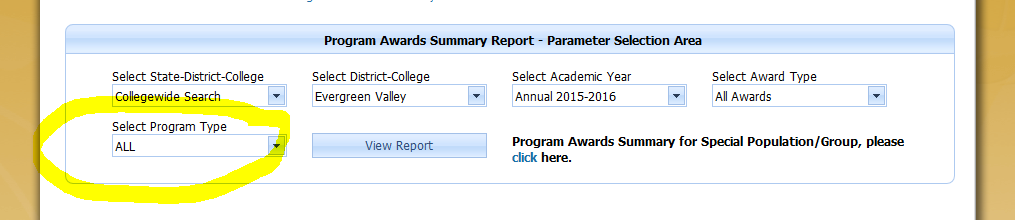
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Success Rates*: **Measures by IPEDs Race/Ethnicity** | Program (average seat count enrolled students and Success Rate) | | EVC (average seat count enrolled students and Success Rate) | |
| American Indian |  |  |  |  |
| Asian |  |  |  |  |
| Black or African American |  |  |  |  |
| Hawaiian/Pacific Islander |  |  |  |  |
| Latinx |  |  |  |  |
| Two or More Races |  |  |  |  |
| Unknown |  |  |  |  |
| White |  |  |  |  |
| *Success Rates*: **Measures by Gender** | Program (average seat count enrolled students and Success Rate) | | EVC (average seat count enrolled students and Success Rate) | |
| Female |  |  |  |  |
| Male |  |  |  |  |
| No Value Entered |  |  |  |  |
| *Success Rates*: **Measures by Age** | Program (average seat count enrolled students and Success Rate) | | EVC (average seat count enrolled students and Success Rate) | |
| 17 & Below |  |  |  |  |
| 18-24 |  |  |  |  |
| 25-39 |  |  |  |  |
| 40 & Over |  |  |  |  |
| Unknown |  |  |  |  |
|  |  |  |  |  |

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| 1. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment. |
| 1. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3) |
| 1. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses. |

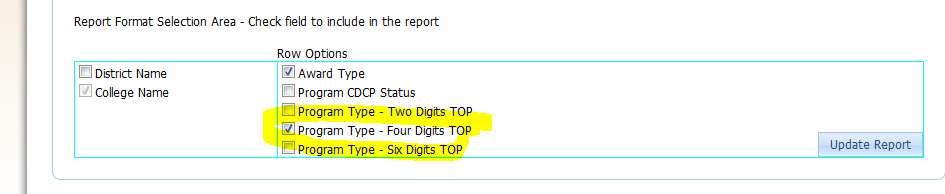
1. **Program Awards- if applicable**

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: <http://datamart.cccco.edu/Outcomes/Program_Awards.aspx>

You will need to select drop down menus as shown below and then “select program type by major of study” (for example, select Legal for paralegal studies).



Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.



|  |  |
| --- | --- |
| ***Degree Type:*** | *Number of Awards (Examine 2019-20, 2020-21 data, 2021-22 data and 2022-23 data)* |
| *AA* |  |
| *AS* |  |
| *AS-T* |  |
| *AA-T* |  |
| *Certificate 12-18 units* |  |
| *Certificate less than 12 (for data on these certificates please see your division administrator)* | |
| Discussion: | |

1. **Student Enrollment Types (average F19-F23)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day or Evening Student** | Program average Headcount | | Percentage of Total | | EVC (average headcount and percentage of total headcount) | | |
| Day |  | |  | |  |  | |
| Day & Evening |  | |  | |  |  | |
| Evening |  | |  | |  |  | |
| Unknown |  | |  | |  |  | |
|  |  |  | |  | | |  |
| **Academic Load** | Program average Headcount | | Percentage of Total | | EVC (average headcount and percent of total headcount)\* | | |
| Full Time |  | |  | |  |  | |
| Half Time or less than half time |  | |  | |  |  | |
|  |  |  |  |  |  |  |  |

\*Note: Not reported here are overload/withdrawn to equal 100%

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| 1. Discuss any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review?   Discuss how do your program enrollments (Percent of total) compare to EVC?  Based on the data, would you recommend any changes? |

1. **Student Demographics- Headcount (average F19-F23)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Total Headcount** |  |  | **Headcount & Percentage of Total** | |
| **Gender** | **Headcount** | **Percentage of Total** | **EVC** | |
| Female |  |  |  |  |
| Male |  |  |  |  |
| No Value Entered |  |  |  |  |
| **Age** | **Headcount** | **Percentage of Total** | **EVC** | |
| 17 & Below |  |  |  |  |
| 18-24 |  |  |  |  |
| 25-39 |  |  |  |  |
| 40 & Over |  |  |  |  |
| Unknown |  |  |  |  |
| **Race/Ethnicity (IPEDS Classification)** | **Headcount** | **Percentage of Total** | **EVC** | |
| American Indian |  |  |  |  |
| Asian |  |  |  |  |
| Black or African American |  |  |  |  |
| Hawaiian/Pacific Islander |  |  |  |  |
| Latinx |  |  |  |  |
| Two or More Races |  |  |  |  |
| Unknown |  |  |  |  |
| White |  |  |  |  |

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| 1. Based on the **program total headcount** and percent change year to year, discuss if your program growing or declining.   If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them? |
| 1. Discuss any gaps have you identified in your program.   Discuss how your program enrollment is similar or different from the campus.  Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up. |
| 1. Discuss what interventions the program can implement to address any gaps in enrollment. |

1. **Institutional Effectiveness (4.5 year average)**

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| --- | --- | --- |
|  | Program | EVC |
| *Capacity* |  |  |
| *Productivity (goal 16)* |  |  |

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| Is your capacity rate higher or lower than the campus? |  |
| Is your productivity goal higher or lower than the campus? |  |
| If the program capacity and/or productivity is lower than the campus, please provide rationale: | |

## PART B: Curriculum

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| 1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the timeline is 2-year. |
| 1. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline.   Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.  For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why). |
| 1. If you have a degree or certificate, please include your guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate). |
| 1. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success? |
| 1. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. |
| 1. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…) |
| 1. If external accreditation or certification is required, please state the certifying agency and status of the program. |

## PART C: Student Learning Outcomes and Assessment

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| 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. *If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.* |
| 2. Since your last program review, summarize SLO assessment activities and results at the course and program  level. Please include dialogue regarding SLO assessment results with division/department/college colleagues  and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting  minutes, etc.). **List any SLOs or PLOs that have not been assessed in the last two years and provide an**  **explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your**  **Program Review is approved or not.** |
| 1. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning. |

## PART D: Faculty and Staff

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| 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program. |
| 1. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students’ success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline. |

## PART E: Budget Planning

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| 1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program’s needs. |
| 1. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use. |

## PART F: Technology and Equipment

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| 1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success. |

## PART G: Additional Information

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| Please provide any other pertinent information about the program that these questions did not give you an opportunity to address. |

## PART H: Future Needs and Resource Allocation Request:

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| Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next four years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A. | | | |
| Faculty requests | Ongoing Budget Needs:  One-time Expenditure: | **Total Estimated Cost (Salary and Benefit):** | Request linked to:  SLO/PLO #:  Strategic Initiatives (student centered, organizational transformation, community engagement):  Improving Student success rates:  Achievement of program set standard(s) for student success: |
| Staffing requests | Ongoing Budget Needs:  One-time Expenditure: | **Total Estimated Cost (Salary and Benefit):** | Request linked to:  SLO/PLO #:  Strategic Initiatives (student centered, organizational transformation, community engagement):  Improving Student success rates:  Achievement of program set standard(s) for student success: |
| Facilities | Ongoing Budget Needs:  One-time Expenditure: | **Total Estimated Cost:** | Request linked to:  SLO/PLO #:  Strategic Initiatives (student centered, organizational transformation, community engagement):  Improving Student success rates:  Achievement of program set standard(s) for student success: |
| Technology  (Considerations:  keep in mind accessibility of all technology requests so that it is 508 compliant) | Ongoing Budget Needs:  One-time Expenditure: | **Total Estimated Cost:** | Request linked to:  SLO/PLO #:  Strategic Initiatives (student centered, organizational transformation, community engagement):  Improving Student success rates:  Achievement of program set standard(s) for student success: |
| Equipment/Supplies | Ongoing Budget Needs:  One-time Expenditure: | **Total Estimated Cost:** | Request linked to:  SLO/PLO #:  Strategic Initiatives (student centered, organizational transformation, community engagement):  Improving Student success rates:  Achievement of program set standard(s) for student success: |