

Program Review Handbook

EVERGREEN VALLEY COLLEGE

FOR QUESTIONS OR COMMENTS

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What is a Program?

An **academic program** is a structured set of courses and activities designed to lead to a specific educational award, such as a degree, certificate, or diploma. These programs define a student's major, minor, or concentration and outline the required curriculum, including specific courses and learning outcomes, for a particular field of study.

What is Program Review?

Overview

Program Review is a formal, systematic self-study process where a college assesses the quality, effectiveness, and alignment of all its programs and departments—including instructional areas, student support services, and administrative functions.

This process involves collecting performance data, gathering input from stakeholders (such as students and staff), and developing improvement plans. The review's primary purpose is to inform institutional planning and resource allocation by identifying program strengths, areas for improvement, and future needs.

The ultimate goal is to establish an agreed-upon action plan to assure the quality and continuous development of the programs and services, ensuring alignment with:

- [College Vision, Mission, and Values](#)
- Strategic Goals and Plan
- [Educational Master Plan](#)
- Equity goals

In short, Program Review ensures that all services and programs are regularly assessed and aligned with the College's adopted institutional goals to enhance overall student success and institutional effectiveness.

Why do we need to do a Program Review?

Program Review is an essential, integrated component of the College's commitment to institutional planning and effectiveness. It directly addresses accreditation requirements by ensuring that the institution systematically evaluates all its functions to support continuous quality improvement and student success.

Key Functions of Program Review

Program Reviews are critical because they:

Meet Accreditation Standards: The process fulfills requirements set by the Accrediting Commission for Community and Junior Colleges (ACCJC), such as ensuring the mission drives resource allocation ([Standard 1.4, ER 19](#)) and that systematic assessment leads to improvements in academic and support programs ([Standard 2.9, ER 11, ER 14](#)).

Inform Resource Allocation: The documented findings and action plans are used to make data-driven decisions regarding college planning priorities and the allocation of financial, human, and technological resources.

Ensure Quality and Accountability: The review documents the fulfillment of core requirements like Student Learning Outcome (SLO) assessment, curriculum updates, and program-set standards.

Advance Equity and Student Success: The process requires departments to evaluate and ensure that programs and services are effective in supporting successful outcomes and equity for all students.

Communicate Effectiveness: The resulting documentation informs the campus and the broader community about the quality and achievements of programs.

“The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.” [Standard 1.4 \(ER 19\)](#)

“The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.” [Standard 2.9 \(ER 11, ER 14\)](#)

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges Accreditation Standard 2024

Program Review Process

The Program Review (PR) process at EVC is overseen by the Institutional Effectiveness Committee (IEC). It is designed to be outcomes-based, data-driven, user-friendly, and comprehensive, ensuring all programs are continuously evaluated and linked to Student Learning Outcome (SLO) assessments, curriculum development, and resource allocation.

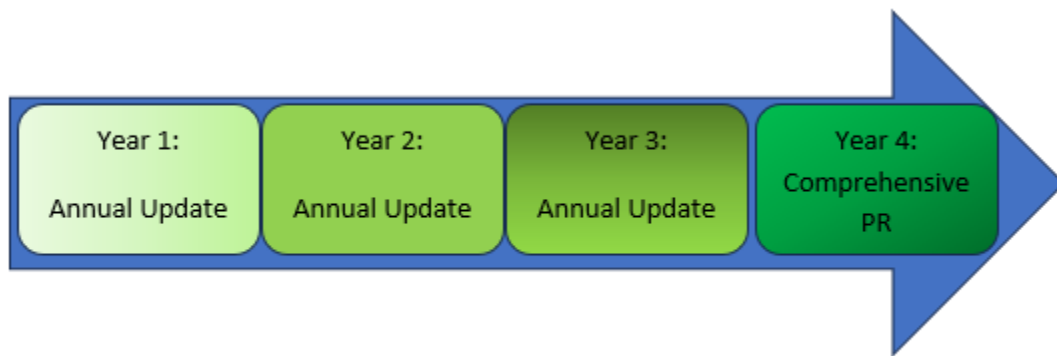
All instructional, student services, and administrative areas are required to participate. An electronic template provides review teams with essential program data (e.g., enrollment, viability, student success, and learning metrics) to guide their evidence-based analysis. This analysis ultimately leads to action plans aimed at improving the program, student success, and equity.

Program Review Cycle

A working group of faculty, classified staff, and administrators convened in Fall 2021 to develop the College's integrated planning process. Based on their recommendations, a continuous four-year Program Review cycle was officially adopted in Spring 2022.

The four-year cycle is structured around two types of submissions:

Submission Type	Frequency	Focus
Annual Update and Resource Requests (AURRs)	Years 1, 2, 3	Each year programs that are not scheduled to complete a Comprehensive Program Review (CPRs) but want to request additional resources may submit an AURR. In the AURR. Programs report major changes, document anticipated program needs, update assessment information, and submit preliminary resource requests (staffing, equipment, technology, supplies, etc.). These updates build toward the comprehensive review.
Comprehensive Program Review (CPR)	Year 4	This is an extensive, in-depth analysis of program effectiveness, alignment with the College mission, assessment results, and comprehensive planning for program improvement.



The 2025-2035 Comprehensive Program Review schedule identifies the academic year each program is required to complete a comprehensive review.

Enhanced Career Education Program Reviews (ECEPRs)

Career Education (CE) programs are also required to submit a short analysis of program effectiveness (ECEPR) in the second year of the cycle to meet Perkins Grant requirements.

Scheduling and Flexibility

The IEC maintains a ten-year Program Review schedule for all areas. While the schedule dictates when a Comprehensive Program Review is due, any program may submit a review in an off-cycle year. Programs may also request a deadline extension or deferral (e.g., due to sabbatical or medical reasons), provided the course or curriculum updates are completed.

Continuous Improvement of the Process

To ensure the Program Review remains an effective and user-friendly, authors are asked to complete a follow-up survey after submission to assess the process, support, and areas for improvement. Feedback from these responses has directly informed subsequent program reviews, leading to enhancements like refinement of the template, earlier access to data files, and improvements to training.

Who is Involved?

Roles and Responsibilities

The Program Review Team

The Program Review Team (consisting of faculty, classified staff, and administrators within the program/service area) is responsible for:

- Reviewing and analyzing all evidence and data including the SLO/PLO assessment results and prior PR reports.
- Reflecting on program achievements, strengths, weaknesses, opportunities, and challenges.
- Critically assessing program alignment and future direction.
- Dialogue with the team members, IEC chair, and mentor about completing the program review.
- Preparing the initial and final drafts for submission to the IEC.

Institutional Effectiveness Committee (IEC) Review

The IEC provides the core oversight, guidance, and accountability for the PR process. IEC is charged with the following for program review:

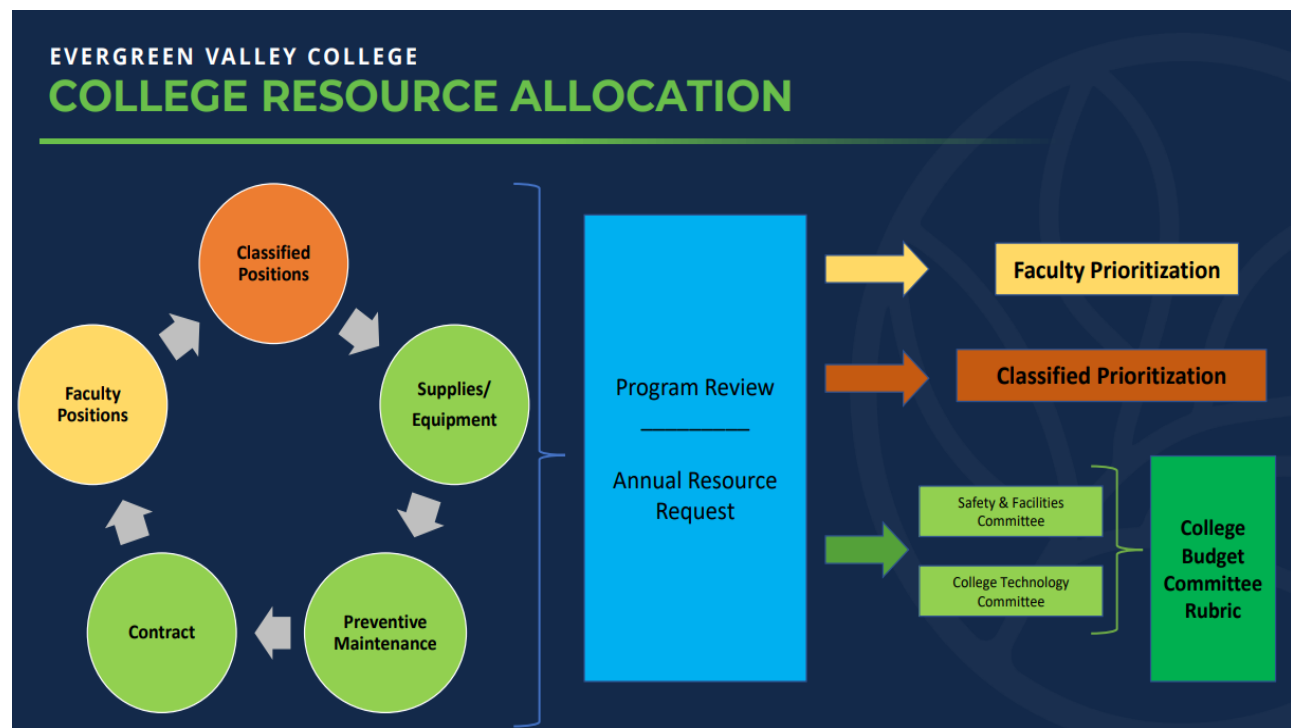
- Establish, monitor, and oversee the program review criteria, process, implementation, and accountability in consultation with the Academic Senate and college council
- Facilitate a data driven Program Review process that will inform institutional priorities

- Coordinate information and data (SLO) with SLO and Curriculum Committee
- Develop and monitor Program Review schedule for the college campus and implement formal notification of scheduled program reviews
- Provide consultation and feedback during program review process
- Ensure program review is available for public access

The IEC chair adopts a “proactive assistance” relationship with the program review authors. IEC members connect with the faculty and staff of the programs and services under review as they are writing their program and reviewing drafts of those documents to help their colleagues improve and learn. The program authors have an opportunity to incorporate the suggestions and improve. The IEC review members evaluate the effectiveness of programs and services in supporting and improving student achievement and determines if the program results are clearly linked to institutional planning and resources allocation.

How is Program Review Aligned with Planning and Resource Allocation?

Program Review is the foundation of EVC’s Integrated Planning Process. The outcomes of the Program Review—especially the resource requests defined in the AURRs and CPRs—directly guide decision-making and resource allocation. This essential link between program goals, the College’s mission and strategic plan, and the budget process fulfills a core requirement of the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. The following model clearly illustrates the role of AURR and CPR:



College Resource Allocation Rubric

The College adopted resource allocation rubric in Fall 2022.

Criteria for Resource Allocation

Department Background & Performance

Please tell and provide evidence of how your department is guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services.

Evidence **must include** a narrative and patterns over the last three years such as supporting information: number of sections, enrollment, %success/retention, fill rate average, number of appointments, total students served, and # orientations/workshops completed).

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Please tell and provide evidence demonstrating the ways in which the department is shortening students' time to educational goal completion and eliminating equity gaps in goal achievement. Evidence would include a narrative and patterns over the last two years.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Please tell and provide evidence of how your budget requests will positively contribute to the measurable performance and outcomes of our students, the college's accreditation status, program's accreditation status, and fiscal viability. If the budget request addresses an immediate health safety risk to the public, personnel or students please provide those details and evidence. Finally, please tell if the request is needed to address a legal mandate, (i.e. safety protocols, and/or disability access (ADA)) Cite applicable code where appropriate.

Assessment results (could include: SAO/SLO)

Please tell and provide specific assessment results that have already occurred related to your request. Please discuss how the request addresses potential growth and student demand through curriculum

development/updates and supports student access, equity and success. Please tell how the request shows evidence of an increased demand for program, department or unit services; has direct impact on student/academic success.

Additional Resources

5A. Does the department, program, or unit receive funds from any college funding source to include, by not limited to, the Fund 10, 17, Fund 18, Strong Workforce, SEAP, or any other grant? **Failure to provide a full list will affect the committee's overall score to your request.**

5B. Please provide a detailed and full list of all funding sources you or your department has received over the last year from the College Budget Committee or any other college department/committee or any grant. The list **must include**: 1) Name of funding source, 2) Purpose of the funding source, 3) The specific ways in which the funding source is to be used, and 4) Amount awarded last fiscal year and how much was spent from that year's allocation. **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

Previous use of funds

6A. Please tell the College Budget Committee exactly how much your department received from the College Budget Committee allocation the previous year and two years prior. The amount must be accurate so please follow up with the department budget manager for accuracy. **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6B. How were those funds received by your department in the previous year utilized (through the Fund 10, Fund 17, or Budget transfers) – details must include detailed expenditures and amounts for each expenditure. What was the total amount given to your department in the previous year and how much of it has been used as of Fall semester. How did this expenditure align with the purpose of the department's request (be specific). **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

6C. Please include how much of that funding was used for items and services mentioned in the previous year's allocation (Fund 10, Fund 17, or budget transfer). **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6D. Are there currently any unused funds or will there be any unused funds by May of the current academic year? If so, how much and why? **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6E. How did these funds directly help our students based on goals of EMP (quantitative metrics will be needed – (i.e. persistence, recruitment/enrollment/student success)?

Program Review Timeline

Comprehensive Program Review (CPR) Timeline: 2025-2026

The table below outlines the key deadlines for the Comprehensive Program Review (CPR) process during the 2025-2026 academic year. This schedule culminates in the review being forwarded for resource allocation and final approval.

Date	Activity/Stage	Key Action
August (2024)	First Notification	Departments are notified that their Comprehensive Program Review is due in the following academic year (2025-2026).
February (2025)	Second Notification	Departments receive a second reminder notification regarding the upcoming review.
April/May (2025)	Third Notification	Departments receive a third reminder notification regarding the upcoming review.
Late May (2025)	Submission Kick-off	Authors receive the PR template, relevant disaggregated data sets, curriculum/SLO status reports, and the PR timeline handout.
Late August (2025)	Final Notification	Departments receive the final notification and updated curriculum/SLO status report for the current cycle.
Sep – Oct (2025)	Author Consultation	PR authors, Deans, and the IEC Chair meet to review the data, template, and feedback requirements.
December 1, 2025	Program Review Due	The final version of Program Review is due.
Early Feb (2026)	Feedback Distributed	The assigned Mentor and Second Reader complete the feedback rubric; the results are sent to PR authors by the first week of the Spring Semester.
Feb 20	Updated Version Due	The final, revised version of the Comprehensive Review is due.

Mid-March (2026)	Resource Allocation	Completed and approved CPRs are forwarded to the College Budget Committee to inform the Resource Allocation Process.
Late March (2026)	Final Approval	Approved CPRs are forwarded to the College Council for final review and ultimately to the EVC President for final institutional approval.

After submission of the program review, the assigned mentor and IEC chair work with each program completing a comprehensive review and provides feedback to the program review author(s) and Dean/Manager. The program review author revises and refines the program review document and submits a final version for validation.

What is the Process Used to Evaluate Program Review?

The evaluation process, overseen by the Institutional Effectiveness Committee (IEC), uses a rubric to ensure all reviews are based on rigorous, evidence-based self-reflection.

Data Analysis Requirements

Program reviews must utilize quantitative data (as well as qualitative data if available) when responding to questions. A careful analysis is required to extract maximum value from the process, including:

- **Disaggregated Data:** Analysis of data disaggregated by delivery modality (e.g., face-to-face vs. distance education) to ensure equal access and success.
- **Trend and Forecasting:** Examination of past and present trends, including forward-looking exploration of future challenges and opportunities for the program.

IEC Review and Validation

- Completed Program Reviews (PRs) are reviewed and evaluated by the IEC's assigned Mentor and Second Reader. They use a rubric to provide feedback to the authors and Dean/Manager.
- The IEC makes recommendations on the revised final submission, which then moves through College Council and the EVC President for final approval. Approved PRs are publicly accessible and eligible to participate in the resource allocation process.

Program Review Feedback Rubric Descriptors

Score (1-2)	In Progress (Requires Revision)	Score (3)	Proficient (Meets Standard)
Content	Questions are not answered completely, are unclear, or reference irrelevant information. Thoughtful analysis of the evidence is insufficient.	Content	Questions are answered completely and clearly with relevant information. Answers reflect thoughtful, in-depth analysis of evidence and issues.
Overall	Insufficient evidence that the program is using the PR for continuous quality improvement. Program review lacks adherence to schedule and process (e.g., missed deadlines or inadequate participation).	Overall	The self-study strongly demonstrates continuous evaluation and maintenance of program quality. The review adheres to the schedule, process, and includes broad stakeholder participation.

Academic Program Review Approval Requirements

To ensure program quality, all academic programs undergoing review must meet the following mandatory criteria for final approval:

1. SLO/PLO Assessment (100% Compliance Required)

- Annual Assessment: All Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) must be assessed annually.
- Approval and Evidence: All assessments must be approved by the EVC SLO Coordinator, and evidence of this approval must be included in the Program Review document.
- Exception: If any SLOs or PLOs were not assessed in the past year, a detailed explanation for the non-assessment must be provided for the IEC to review.

2. Curriculum Currency

- Current Offerings: All courses and programs within the academic area must be up to date and current.
- Required Approval: All program changes and updates must be approved by the All College Curriculum Committee (ACCC) or pending approval in the CurriQunet.

Curriculum Update Deadline and Notification Policy

To help programs meet the currency requirement, the IEC maintains a multi-stage notification process:

- **Pre-Cycle Notifications:** Multiple notifications are sent (August of the prior year, February, May, and late August of the review year) providing the curriculum status report and reiterating PR approval requirements.
- **Update Window:** Programs that have not met the requirements by the IEC's first March meeting are given a two-week window to submit curriculum update proposals via CurriQunet.

Procedure for Deferred Reviews

1. If a program defers its Program Review for two academic years due to outdated courses and certificates, a Program Viability Review (PVR) must be initiated in the 3rd year per AP 4021.
2. If a program defers once, their next comprehensive review remains on the original 4-year cycle (due 3 years after submission, not 4 years) to maintain schedule integrity.
3. When approving deferrals, the confirmation email will explicitly state that the program remains on its original review cycle timeline.

Appendices

Appendix A1: Evergreen Valley College Mission Statement

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.

Appendix A2: The Institutional Student Learning Outcomes

Communication ILO:

The student will demonstrate the use of effective communication that is inclusive and appropriate for the audience and the purpose of the task.

Information Competency ILO:

The student will define and support an information need with credible sources while also recognizing that privilege and biases exist within the creation of information.

Inquiry and Reasoning ILO:

The student will critically evaluate information to interpret ideas and solve problems while considering equitable and inclusive best practices.

Personal Development ILO:

The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Social Responsibility ILO:

Students will incorporate ethical, social, and environmental implications in their choices to foster diversity, equity, and inclusion in their community.

Appendix A3: Strategic Initiatives

Strategic Priority 1: Student Success

The San José-Evergreen Community College District will improve student success through a culture of evidence by providing structured educational pathways and continuous support services that align with their educational and career goals and promote responsible global citizenship and civic engagement.

Strategic Priority 2: Workforce and Economic Development

The San José-Evergreen Community College District will support economic mobility of our diverse community by responding to the workforce needs of the Silicon Valley region.

Strategic Priority 3: Organizational Effectiveness and Sustainability

The San José-Evergreen Community College District will develop and utilize systems that promote institutional effectiveness, fiscal sustainability, and accountability.

Strategic Priority 4: Technology

The San José-Evergreen Community College District will invest in secure information technology solutions and instructional technology that enhance the learning and working environment and support guided pathways, institutional effectiveness, and student success.

Strategic Priority 5: Communication

The San José-Evergreen Community College District will engage in effective communication with internal and external audiences to improve stakeholder satisfaction.

Strategic Priority 6: Total Work Environment

The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

Appendix B1: Administrative Services Comprehensive Program Review template & Instructions

Administrative Program Review Criteria- 2025/2026

Administrative Units are the distinct departments or offices focused on the operational, logistical, and non-academic functions necessary to support the college's educational mission. These units, such as Academic and Student Services Division office, President's office, VP of Academic Affairs, VP of Administrative Services, VP of Student Affairs handle critical tasks like managing budgets and personnel, processing student applications and aid, maintaining technology and physical infrastructure, ensuring regulatory compliance, and supporting strategic planning. Essentially, they provide vital support services that allow the college to operate effectively and enable faculty to teach and students to learn.

Note to Preparers:

Please complete this form that includes the Program Review criteria for an administrative unit program review, to be completed every four years (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. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below. Additional information, including a submission timeline (**Due first working day of December**) 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>. 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.

Premises of Service Area Outcomes Assessment Cycles

- Learning takes place every time a student comes in contact with a service or activity at Evergreen Valley College.
- SAOs are Evergreen Valley College's commitment to an ongoing, cyclical, improvement process.
- Service Area Outcomes (SAOs) create and sustain the learning environment.

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:**Strategic Priority 1: Student Success**

The San José-Evergreen Community College District will improve student success through a culture of evidence by providing structured educational pathways and continuous support services that align with their educational and career goals and promote responsible global citizenship and civic engagement.

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Strategic Priority 3: Organizational Effectiveness and Sustainability

The San José-Evergreen Community College District will develop and utilize systems that promote institutional effectiveness, fiscal sustainability, and accountability.

Strategic Priority 4: Technology

The San José-Evergreen Community College District will invest in secure information technology solutions and instructional technology that enhance the learning and working environment and support guided pathways, institutional effectiveness, and student success.

Strategic Priority 5: Communication

The San José-Evergreen Community College District will engage in effective communication with internal and external audiences to improve stakeholder satisfaction.

Strategic Priority 6: Total Work Environment

The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

Administrative Unit Name:

Last Program Review:

Current Year Program Review:

Preparers' Name(s):

Area Manager:

Department Overview

1. Please describe the areas and functions of your unit. This should not include academic programs or student support services that would submit their own PR, but your services as an administrative unit to support. Feel free to use a bulleted list for ease of reading.

2. Use the table below to describe current unit staffing including whether they are filled or vacant.

Position Type	# Assigned to the Unit	# Actually staffed
Classified Full Time		
Classified Part Time Permanent		
Classified Part Time Hourly		
Administrators		
Other (please specify)		

3. List the administrative unit's goals. Please provide an update on the unit's progress on achieving its goals set during the last program review cycle.

4. If you received resource allocation for your last program review cycle, please respond to the following areas:

- List the resources and funding you received for each item
- State what item was obtained and cost of that item
- Did you use funding for any items that were not approved?
- How much of your funding, if any, was not used?
- Explain how these resources were utilized to impact student success and/or improve unit services. (The resources can be personnel or fiscal).

5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.

PART A: Service Area (Department) Effectiveness**Service Area Outcomes-**

1. List the unit's Service Area Outcomes. (SAOs) **(See the supplemental guide to SAOs for information on how to create an SAO; your department should have 2 to 3 SAOs and at least one must be process outcome).**
2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide (upload) evidence of the dialogue (i.e., department meeting minutes or division meeting minutes...)
3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.

PART B: Additional Information

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

PART C: Prior Budget Usage:

1. Did you request Resource Allocation funds in your last Program Review/Annual Resource Request

Yes No

If yes, how much funding did you request _____?

2. How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received.

Category	Amount Received
Equipment	
Supplies	
Technology	
Other	
Total	

Are you requesting additional resources?

Yes No

If yes, please fill out the Future Needs and Resource Allocation Request page below.

PART D: Future Needs and Resource Allocation Request:

Category	Number of positions and which department for each position:	Is there an ongoing cost for this item – if so, what is it?
Faculty Member (s)		
Classified Member (s)		

Category	Total Amount Requesting	Provide a detailed list of each item	Is there an ongoing cost for this item – if so, what is it?
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		being requested in this category to include item name (s), amount (s), and quantity	
Equipment			
Supplies			
Technology			
Other			
Total			

PART E: Criteria for Resource Allocation

Department Background & Performance

Please tell and provide evidence of how your department is guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services.

Evidence **must include** a narrative and patterns over the last three years such as supporting information: number of sections, enrollment, %success/retention, fill rate average, number of appointments, total students served, and # orientations/workshops completed).

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Please tell and provide evidence demonstrating the ways in which the department is shortening students' time to educational goal completion and eliminating equity gaps in goal achievement. Evidence would include a narrative and patterns over the last two years.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Please tell and provide evidence of how your budget requests will positively contribute to the measurable performance and outcomes of our students, the college's accreditation status, program's accreditation status, and fiscal viability. If the budget request addresses an immediate health safety risk to the public, personnel or students please provide those details and evidence. Finally, please tell if the request is needed to address a legal mandate, (i.e. safety protocols, and/or disability access (ADA)) Cite applicable code where appropriate.

Assessment results (could include: SAO/SLO)

Please tell and provide specific assessment results that have already occurred related to your request. Please discuss how the request addresses potential growth and student demand through curriculum development/updates and supports student access, equity and success. Please tell how the request shows evidence of an increased demand for program, department or unit services; has direct impact on student/academic success.

Additional Resources

5A. Does the department, program, or unit receive funds from any college funding source to include, by not limited to, the Fund 10, 17, Fund 18, Strong Workforce, SEAP, or any other grant? **Failure to provide a full list will affect the committee's overall score to your request.**

5B. Please provide a detailed and full list of all funding sources you or your department has received over the last year from the College Budget Committee or any other college department/committee or any grant. The list **must include**: 1) Name of funding source, 2) Purpose of the funding source, 3) The specific ways in which the funding source is to be used, and 4) Amount awarded last fiscal year and how much was spent from that year's allocation. **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

Previous use of funds

6A. Please tell the College Budget Committee exactly how much your department received from the College Budget Committee allocation the previous year and two years prior. The amount must be accurate so please follow up with the department budget manager for accuracy. **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6B. How were those funds received by your department in the previous year utilized (through the Fund 10, Fund 17, or Budget transfers) – details must include detailed expenditures and amounts for each expenditure. What was the total amount given to your department in the previous year and how much of it has been used as of Fall semester. How did this expenditure align with the purpose of the department's request (be specific). **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

6C. Please include how much of that funding was used for items and services mentioned in the previous year's allocation (Fund 10, Fund 17, or budget transfer). **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6D. Are there currently any unused funds or will there be any unused funds by May of the current academic year? If so, how much and why? **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6E. How did these funds directly help our students based on goals of EMP (quantitative metrics will be needed – (i.e. persistence, recruitment/enrollment/student success)?

PART F: Manager/VP Prioritization Section

Total Amount Requested:

Total Amount Requested by Manager:

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Expense Requested	Amount Requested	Ranking (1-4) 1 – highest priority 4 – least priority (scores cannot be the same)	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity
Supplies			
Equipment			
Technology			
Other (Contract, subscriptions, memberships, etc.)			

Appendix B2: Enhanced Career Education Program Review template & Instructions

Enhanced Career Education Program Review Criteria- 2025/2026

Note to Preparers:

Please complete this form that includes the Program Review criteria for the enhanced career education program review, to be completed in the second year of the four-year comprehensive program review 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 first working day of December 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 first working day of December 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>. 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:

Strategic Priority 1: Student Success

The San José-Evergreen Community College District will improve student success through a culture of evidence by providing structured educational pathways and continuous support services that align with their educational and career goals and promote responsible global citizenship and civic engagement.

Strategic Priority 2: Workforce and Economic Development

The San José-Evergreen Community College District will support economic mobility of our diverse community by responding to the workforce needs of the Silicon Valley region.

Strategic Priority 3: Organizational Effectiveness and Sustainability

The San José-Evergreen Community College District will develop and utilize systems that promote institutional effectiveness, fiscal sustainability, and accountability.

Strategic Priority 4: Technology

The San José-Evergreen Community College District will invest in secure information technology solutions and instructional technology that enhance the learning and working environment and support guided pathways, institutional effectiveness, and student success.

Strategic Priority 5: Communication

The San José-Evergreen Community College District will engage in effective communication with internal and external audiences to improve stakeholder satisfaction.

Strategic Priority 6: Total Work Environment

The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

Department/Program Name:

Year of Last Comprehensive Review:

Preparer's Name(s):

Area Dean:

Overview of the Department/Program

1. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.

PART A: Program Effectiveness and student success

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is **74%**, and the aspirational goal for student success is **76%**.

<i>Success Rate</i> (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'22-F'24 average		72.77%		

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

Recommendation: 90% of the 2-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*.

a) Is your program success rate higher or lower than the campus?	
b) 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. Success Rate ("C" or better) (average F22- F24)

<i>Success Rates: <u>Measures by IPEDs Race/Ethnicity</u></i>	Program (average total enrolled students/Success Rate)	EVC (average total enrolled students/Success Rate)	
American Indian		75	68.71%
Asian		8018	81.71%
Black or African American		491	62.85%
Hawaiian/Pacific Islander		39	62.40%
Hispanic		8330	65.67%
Two or More Races		588	71.62%
Unknown		704	73.68%
White		1161	67.26%
<i>Success Rates: <u>Measures by Gender</u></i>	Program (average total enrolled students/Success Rate)	EVC (average total enrolled students/Success Rate)	
Female		10,518	73.20%
Male		8,777	72.25%
No Value Entered		111	71.90%
<i>Success Rates: <u>Measures by Age</u></i>	Program (average total enrolled students/Success Rate)	EVC (average total enrolled students/Success Rate)	
17 & Below		940	87.92%
18-24		13,001	71.85
25-39		3,805	71.41%
40 & Over		1659	74.84

Unknown		2	50%
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a. 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.
b. 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.
c. If your program offers course sections fully online, please address any differences in student success rates between fully online courses and classroom courses.

2. Student Enrollment Types (average F22-F24)

Day or Evening Student	Program average Headcount	Percentage of Total	EVC (average headcount and percentage of total headcount)	
Day			3851	47.22%
Day & Evening			1626	20.02
Evening			718	8.8%
Unknown			1940	23.96%

Academic Load	Program average Headcount	Percentage of Total	EVC (average headcount and percent of total headcount)*	
Full Time			2602	31.94%
Half Time or less than half time			5336	65.87%

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

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?

3. Student Demographics- Headcount (average F22-F24)

Program Total Headcount			Headcount & Percentage of Total	
Gender	Headcount	Percentage of Total	EVC	
Female			4,498	55.35%
Male			3,580	43.98%
No Value Entered			57	0.68%
Age	Headcount	Percentage of Total	EVC	
17 & Below			561	6.90%
18-24			4,751	58.46%
25-39			1,941	23.85%
40 & Over			881	10.78%
Unknown			2	0.02%
Race/Ethnicity (IPEDS Classification)	Headcount	Percentage of Total	EVC	
American Indian			31	0.37%
Asian			3,278	40.39%
Black or African American			228	2.79%
Hawaiian/Pacific Islander			18	0.22%
Hispanic			3,416	41.98%
Two or More Races			252	3.09%
Unknown			332	4.06%
White			581	7.08%

- a. Based on the **program total headcount** and percentage change year to year, discuss if your program is growing or declining.
If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

- b. Discuss any gaps that 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.
- c. Discuss what interventions the program can implement to address any gaps in enrollment.

Institutional Effectiveness (2.5-year average)

	Program	EVC
<i>Capacity</i>		60.52%
<i>Productivity (goal 16)</i>		12.51

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 goal is lower than the campus, please provide rationale:	

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs.

PART C: Student Learning Outcomes and Assessment

1. Since your last comprehensive 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.**

PART D: Faculty and Staff

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.
2. 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: Additional Information

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

PART F: Prior Budget Usage:

1. Did you request Resource Allocation funds in your last Program Review/Annual Resource Request
 Yes No
 If yes, how much funding did you request _____?
2. How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received.

Category	Amount Received
Equipment	
Supplies	
Technology	
Other	
Total	

3. Are you requesting additional resources?

Yes No

If yes, please fill out the Future Needs and Resource Allocation Request page below.

PART G: Future Needs and Resource Allocation Request:

Category	Number of positions and which department for each position:	Is there an ongoing cost for this item – if so, what is it?
Faculty Member (s)		
Classified Member (s)		

Category	Total Amount Requesting	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity	Is there an ongoing cost for this item – if so, what is it?
Equipment			
Supplies			
Technology			

Other			
Total			

PART H: Criteria for Resource Allocation

Department Background & Performance

Please tell and provide evidence of how your department is guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services.

Evidence **must include** a narrative and patterns over the last three years such as supporting information: number of sections, enrollment, %success/retention, fill rate average, number of appointments, total students served, and # orientations/workshops completed).

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans-

Please tell and provide evidence demonstrating the ways in which the department is shortening students' time to educational goal completion and eliminating equity gaps in goal achievement. Evidence would include a narrative and patterns over the last two years.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Please tell and provide evidence of how your budget requests will positively contribute to the measurable performance and outcomes of our students, the college's accreditation status, program's accreditation status, and fiscal viability. If the budget request addresses an immediate health safety risk to the public, personnel or students please provide those details and evidence. Finally, please tell if the request is needed to address a legal mandate, (i.e. safety protocols, and/or disability access (ADA)) Cite applicable code where appropriate.

Assessment results (could include: SAO/SLO)

Please tell and provide specific assessment results that have already occurred related to your request. Please discuss how the request addresses potential growth and student demand through curriculum development/updates and supports student access, equity and success. Please tell how the request shows evidence of an increased demand for program, department or unit services; has direct impact on student/academic success.

Additional Resources

5A. Does the department, program, or unit receive funds from any college funding source to include, by not limited to, the Fund 10, 17, Fund 18, Strong Workforce, SEAP, or any other grant? **Failure to provide a full list will affect the committee's overall score to your request.**

5B. Please provide a detailed and full list of all funding sources you or your department has received over the last year from the College Budget Committee or any other college department/committee or any grant. The list **must include**: 1) Name of funding source, 2) Purpose of the funding source, 3) The specific ways in which the funding source is to be used, and 4) Amount awarded last fiscal year and how much was spent from that year's allocation. **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

Previous use of funds

6B. How were those funds received by your department in the previous year utilized (through the Fund 10, Fund 17, or Budget transfers) – details must include detailed expenditures and amounts for each expenditure. What was the total amount given to your department in the previous year and how much of it has been used as of Fall semester. How did this expenditure align with the purpose of the department's request (be specific). **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

6C. Please include how much of that funding was used for items and services mentioned in the previous year's allocation (Fund 10, Fund 17, or budget transfer). **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6D. Are there currently any unused funds or will there be any unused funds by May of the current academic year? If so, how much and why? **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6E. How did these funds directly help our students based on goals of EMP (quantitative metrics will be needed – (i.e. persistence, recruitment/enrollment/student success)?

PART F: Manager/VP Prioritization Section

Total Amount Requested:

Total Amount Requested by Manager:

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Expense Requested	Amount Requested	Ranking (1-4) 1 – highest priority 4 – least priority (scores cannot be the same)	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity
Supplies			
Equipment			
Technology			
Other (Contract, subscriptions, memberships, etc.)			

Appendix B3: Instructional Comprehensive Program Review template & Instructions

Comprehensive Instructional Program Review Criteria 2025-26

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 Due First working day of December 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 first working day of December**) 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>. 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.

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Strategic Priority 6: Total Work Environment

The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

Department/Program Name:

Year of Last Comprehensive Review:

Preparers' Name(s):

Area Dean:

Overview of the Department/Program

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.
2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.
3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.
4. 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).
5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic goals and student success.

PART A: Program Effectiveness and Student Success

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is **74%**, and the aspirational goal for student success is **76%**.

<i>Success Rate</i> (completion with "C" or better)	Program (%)	EVC (%)	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'20-F'24 average		73.09		

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

Recommendation: 90% of the 4 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*.

a. Is your program success rate higher or lower than the campus?	
b. 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?	
c. Is the current program success rate higher than the program set standard?	
d. How close is the program to meeting the program success goal?	
e. Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.	

Success Rate ("C" or better) (average F20 - F24)

<i>Success Rates: Measures by IPEDs Race/Ethnicity</i>	Program (average total enrolled students / Success Rate)		EVC (average total enrolled students and Success Rate)	
American Indian			82.11	72.25%
Asian			10,008.78	82.48%
Black or African American			569.44	63.06%
Hawaiian/Pacific Islander			63.67	66.63%
Latinx			10,537.22	66.25%
Two or More Races			754.89	73.21%
Unknown			943.89	71.99%
White			1,473	65.14%
<i>Success Rates: Measures by Gender</i>	Program (average total enrolled students / Success Rate)		EVC (average total enrolled students and Success Rate)	
Female			13,843	73.72%
Male			10,873	72.27%
No Value Entered			185.22	72.29%
<i>Success Rates: Measures by Age</i>	Program (average total enrolled students / Success Rate)		EVC (average total enrolled students and Success Rate)	
17 & Below			1,333.56	90%
18-24			16,302.67	72%
25-39			4,719	72%
40 & Over			2,075.44	74%
Unknown			4.2	65%

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. 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. |
| b. 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.) |
| c. If your program offers course sections fully online, please address any differences in student success rates between fully online courses and classroom courses. |

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 2020-21, 2021-22 data, 2022-23 data and 2023-24 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:	

2. Student Enrollment Types (average F20-F24)

Day or Evening Student	Program average Headcount	Percentage of Total	EVC (average headcount and percentage of total headcount)	
Day			4,09.89	48.25%
Day & Evening			1,778.89	21.03%
Evening			769.22	9.08%
Unknown			1,818.67	21.65%

Academic Load	Program average Headcount	Percentage of Total	EVC (average headcount and percent of total headcount)	
Full Time			2,693.44	31.82%
Half Time or less than half time			5,549.67	68.18%

- a. 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?

3. Student Demographics- Headcount (average F20-F24)

Program Total Headcount			Headcount & Percentage of Total	
Gender	Headcount	Percentage of Total	EVC	
Female			4,656	55.11%
Male			3,722	43.94%
No Value Entered			84	0.96%
Age	Headcount	Percentage of Total	EVC	
17 & Below			601	7.07%
18-24			4,884	57.81%
25-39			2,024	23.91%
40 & Over			952	11.19%
Unknown			4	0.05%
Race/Ethnicity (IPEDS Classification)	Headcount	Percentage of Total	EVC	
American Indian			31	0.36%
Asian			3,391	40.18%
Black or African American			223	2.64%
Hawaiian/Pacific Islander			21	0.25%
Latinx			3,498	41.33%
Two or More Races			259	3.06%
Unknown			383	4.50%
White			657	7.67%

a. 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?

b. 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.

c. Discuss what interventions the program can implement to address any gaps in enrollment.

4. Institutional Effectiveness (4.5 year average)

	Program	EVC
<i>Capacity</i>		75.59%
<i>Productivity (goal 16)</i>		15.65

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

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-years.
2. 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).
3. 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).
4. 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?

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.
6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)
7. If external accreditation or certification is required, please state the certifying agency and status of the program.

PART C: Student Learning Outcomes and Assessment

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. <i>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.</i>
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.
3. 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

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.

2. 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: Additional Information

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

PART F: Prior Budget Usage:

Did you request Resource Allocation funds in your last Program Review/Annual Resource Request

Yes No

If yes, how much funding did you request _____?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Category	Amount Received
Equipment	

Supplies	
Technology	
Other	
Total	

Are you requesting additional resources?

Yes No

If yes, please fill out the Future Needs and Resource Allocation Request page below.

PART G: Future Needs and Resource Allocation Request:

Category	Number of positions and which department for each position:	Is there an ongoing cost for this item – if so, what is it?
Faculty Member (s)		
Classified Member (s)		

Category	Total Amount Requesting	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity	Is there an ongoing cost for this item – if so, what is it?
Equipment			
Supplies			
Technology			
Other			
Total			

PART H: Criteria for Resource Allocation

Department Background & Performance

Please tell and provide evidence of how your department is guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services.

Evidence **must include** a narrative and patterns over the last three years such as supporting information: number of sections, enrollment, %success/retention, fill rate average, number of appointments, total students served, and # orientations/workshops completed).

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Please tell and provide evidence demonstrating the ways in which the department is shortening students' time to educational goal completion and eliminating equity gaps in goal achievement. Evidence would include a narrative and patterns over the last two years.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Please tell and provide evidence of how your budget requests will positively contribute to the measurable performance and outcomes of our students, the college's accreditation status, program's accreditation status, and fiscal viability. If the budget request addresses an immediate health safety risk to the public, personnel or students please provide those details and evidence. Finally, please tell if the request is needed to address a legal mandate, (i.e. safety protocols, and/or disability access (ADA)) Cite applicable code where appropriate.

Assessment results (could include: SAO/SLO)

Please tell and provide specific assessment results that have already occurred related to your request. Please discuss how the request addresses potential growth and student demand through curriculum development/updates and supports student access, equity and success. Please tell how the request shows evidence of an increased demand for program, department or unit services; has direct impact on student/academic success.

Additional Resources

5A. Does the department, program, or unit receive funds from any college funding source to include, by not limited to, the Fund 10, 17, Fund 18, Strong Workforce, SEAP, or any other grant? **Failure to provide a full list will affect the committee's overall score to your request.**

5B. Please provide a detailed and full list of all funding sources you or your department has received over the last year from the College Budget Committee or any other college department/committee or any grant. The list **must include**: 1) Name of funding source, 2) Purpose of the funding source, 3) The specific ways in which the funding source is to be used, and 4) Amount awarded last fiscal year and how much was spent from that year's allocation. **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

Previous use of funds

6A. Please tell the College Budget Committee exactly how much your department received from the College Budget Committee allocation the previous year and two years prior. The amount must be accurate so please follow up with the department budget manager for accuracy. **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6B. How were those funds received by your department in the previous year utilized (through the Fund 10, Fund 17, or Budget transfers) – details must include detailed expenditures and amounts for each expenditure. What was the total amount given to your department in the previous year and how much of it has been used as of Fall semester. How did this expenditure align with the purpose of the department's request (be specific). **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

6C. Please include how much of that funding was used for items and services mentioned in the previous year's allocation (Fund 10, Fund 17, or budget transfer). **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6D. Are there currently any unused funds or will there be any unused funds by May of the current academic year? If so, how much and why? **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6E. How did these funds directly help our students based on goals of EMP (quantitative metrics will be needed – (i.e. persistence, recruitment/enrollment/student success)?

PART I: Manager/VP Prioritization Section

Total Amount Requested:

Total Amount Requested by Manager:

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Expense Requested	Amount Requested	Ranking (1-4) 1 – highest priority 4 – least priority (scores cannot be the same)	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity
Supplies			
Equipment			
Technology			
Other (Contract, subscriptions, memberships, etc.)			

Appendix B4: Student Services Comprehensive Program Review Template & Instructions

Student Services Comprehensive Program Review Criteria 2025-26

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services 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 Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 4 years- is provided in this template. If you need additional program relevant data, please email the Institutional Effectiveness Committee (IEC) chair.

Additional information, including a submission timeline (**Due first working day of December**) 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>. If you have any questions, please feel free to contact the chair of EVC's Institutional Effectiveness Committee (IEC).

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 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:

Strategic Priority 1: Student Success

The San José-Evergreen Community College District will improve student success through a culture of evidence by providing structured educational pathways and continuous support services that align with their educational and career goals and promote responsible global citizenship and civic engagement.

Strategic Priority 2: Workforce and Economic Development

The San José-Evergreen Community College District will support economic mobility of our diverse community by responding to the workforce needs of the Silicon Valley region.

Strategic Priority 3: Organizational Effectiveness and Sustainability

The San José-Evergreen Community College District will develop and utilize systems that promote institutional effectiveness, fiscal sustainability, and accountability.

Strategic Priority 4: Technology

The San José-Evergreen Community College District will invest in secure information technology solutions and instructional technology that enhance the learning and working environment and support guided pathways, institutional effectiveness, and student success.

Strategic Priority 5: Communication

The San José-Evergreen Community College District will engage in effective communication with internal and external audiences to improve stakeholder satisfaction.

Strategic Priority 6: Total Work Environment

The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.

Department/Program Name:

Year of Last Comprehensive Review:

Preparers' Name(s):

Area Dean:

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.

3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.

4. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic goals and student success.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	
Part-time faculty	
Full time Classified	
Part-time Classified (permanent)	
Part-time Classified (hourly)	
Administrators	
Student workers	

PART A: Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.
2. Describe recent local, State and/or Federal changes that significantly impact the services to students.
3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.
4. Describe how the program measures success. a. For example, tracking and improvement in the number of educational plans completed for students.
5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?
6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).
7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

PART B: Program Access

1. How many students received program services between F120– F24? Use the table below to review the demographics of students served and how these compare to campus demographics

Student Demographics- Headcount (average F20-F24)

Program Total Headcount			Average Headcount & Percentage of Total	
Gender	Headcount	Percentage of Total	EVC	
Female			4,656	55.11%
Male			3,722	43.94%
No Value Entered			84	0.96%
Age	Headcount	Percentage of Total	EVC	
17 & Below			601	7.07%
18-24			4,884	57.81%
25-39			2,024	23.91%
40 & Over			952	11.19%
Unknown			4	0.05%
Race/Ethnicity (IPEDS Classification)	Headcount	Percentage of Total	EVC	
American Indian			31	0.36%
Asian			3,391	40.18%
Black or African American			223	2.64%
Hawaiian/Pacific Islander			21	0.25%
Latinx			3,498	41.33%
Two or More Races			259	3.06%
Unknown			383	4.50%
White			657	7.67%

- a. Based on the **students served** and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

- a. Are there any gaps in the students served compared to the college demographics?

- b. Based on your findings, what interventions can the program implement to address any gaps in services?

PART C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.

2. 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.

3. 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?

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

5. Describe how your program is articulated with High School Districts, and/or other four- year institutions.

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

PART D: Service Area Outcomes and Assessment

1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs.

2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO 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...)

3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.

PART E: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

PART F: Additional Information

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

PART G: Prior Budget Usage:

1. Did you request Resource Allocation funds in your last Program Review/Annual Resource Request
Yes No

If yes, how much funding did you request _____?

2. How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received.

Category	Amount Received
Equipment	
Supplies	
Technology	
Other	
Total	

3. Are you requesting additional resources?

Yes No

If yes, please fill out the Future Needs and Resource Allocation Request page below.

PART H: Future Needs and Resource Allocation Request:

Category	Number of positions and which department for each position:	Is there an ongoing cost for this item – if so, what is it?
Faculty Member (s)		
Classified Member (s)		

Category	Total Amount Requesting	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity	Is there an ongoing cost for this item – if so, what is it?
Equipment			
Supplies			
Technology			
Other			
Total			

PART E: Criteria for Resource Allocation

Department Background & Performance

Please tell and provide evidence of how your department is guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services.

Evidence **must include** a narrative and patterns over the last three years such as supporting information: number of sections, enrollment, %success/retention, fill rate average, number of appointments, total students served, and # orientations/workshops completed).

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Please tell and provide evidence demonstrating the ways in which the department is shortening students' time to educational goal completion and eliminating equity gaps in goal achievement. Evidence would include a narrative and patterns over the last two years.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Please tell and provide evidence of how your budget requests will positively contribute to the measurable performance and outcomes of our students, the college's accreditation status, program's accreditation status, and fiscal viability. If the budget request addresses an immediate health safety risk to the public, personnel or students please provide those details and evidence. Finally, please tell if the request is needed to address a legal mandate, (i.e. safety protocols, and/or disability access (ADA)) Cite applicable code where appropriate.

Assessment results (could include: SAO/SLO)

Please tell and provide specific assessment results that have already occurred related to your request. Please discuss how the request addresses potential growth and student demand through curriculum development/updates and supports student access, equity and success. Please tell how the request shows evidence of an increased demand for program, department or unit services; has direct impact on student/academic success.

Additional Resources

5A. Does the department, program, or unit receive funds from any college funding source to include, by not limited to, the Fund 10, 17, Fund 18, Strong Workforce, SEAP, or any other grant? **Failure to provide a full list will affect the committee's overall score to your request.**

5B. Please provide a detailed and full list of all funding sources you or your department has received over the last year from the College Budget Committee or any other college department/committee or any grant. The list **must include**: 1) Name of funding source, 2) Purpose of the funding source, 3) The specific ways in which the funding source is to be used, and 4) Amount awarded last fiscal year and how much was spent from that year's allocation. **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

Previous use of funds

6A. Please tell the College Budget Committee exactly how much your department received from the College Budget Committee allocation the previous year and two years prior. The amounts must be accurate so please follow up with the department budget manager for accuracy. **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6B. How were those funds received by your department in the previous year utilized (through the Fund 10, Fund 17, or Budget transfers) – details must include detailed expenditures and amounts for each expenditure. What was the total amount given to your department in the previous year and how much of it has been used as of Fall semester. How did this expenditure align with the purpose of the department's request (be specific). **Failure to provide a full list and the items requested will affect the committee's overall score to your request.**

6C. Please include how much of that funding was used for items and services mentioned in the previous year's allocation (Fund 10, Fund 17, or budget transfer). **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6D. Are there currently any unused funds or will there be any unused funds by May of the current academic year? If so, how much and why? **Failure to provide accurate amounts will affect the committee's overall score to your request.**

6E. How did these funds directly help our students based on goals of EMP (quantitative metrics will be needed – (i.e. persistence, recruitment/enrollment/student success)?

PART I: Manager/VP Prioritization Section

Total Amount Requested:

Total Amount Requested by Manager:

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Expense Requested	Amount Requested	Ranking (1-4) 1 – highest priority 4 – least priority (scores cannot be the same)	Provide a detailed list of each item being requested in this category to include item name (s), amount (s), and quantity
Supplies			
Equipment			
Technology			
Other (Contract, subscriptions, memberships, etc.)			

Appendix C1: Administrative Services Program Review Feedback Form and Instructions

Criteria: Met (3) Partially Met (1) Not Met (0)

Comments (If feedback is 1 or 0 reader must provide feedback)

	Met (3)	Partially Met (1)	Not Met (0)	
Overview of Dept.				Comments
1. Please describe the functions of your department	Clear description of the functions of the department is provided.	No clear description of the functions of the department is provided	No description of the functions of the department is provided.	
2. Describe current department staffing including whether they are filled or vacant.	Information provided.	N/A	No staffing information is provided.	
3. List department goals. For all follow-up Program Reviews, please provide an update on the department's progress on achieving its department goals set during the last program review cycle.	<p>Clear list of department goals is provided.</p> <p>Update on the progress on achieving department's goals set during the last program review cycle is provided.</p>	<p>No clear list of department goals is provided.</p> <p>No clear update on the progress on achieving department's goals set during the last program review cycle is provided.</p>	<p>One of the following was not addressed at all:</p> <p>List of department goals</p> <p>Update on the progress on achieving department's goals set during the last program review cycle</p>	

Overview of Dept.				Comments
4. 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 improve unit services. (The resources can be personnel or fiscal).	Summary of resource allocation provided with clear discussion of how the resources impacted student success / or improved the unit services.	Summary of resource allocation provided with no clear discussion of how the resources impacted student success / or the unit services.	No discussion of how the resource allocation impacted student learning or improved the unit services.	
5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.	Summary of recent accomplishments: Listed more than one accomplishment and both are clearly connected to College's mission and strategic goals	Summary of only one recent accomplishment: An attempt to connect the goal to the college mission and strategic goals is made but is unclear.	None of the following were addressed at all: Recent accomplishments for the department. Discussion of how each accomplishment is connected to the College's mission and strategic goals.	

PART A: Service Area (Department) Effectiveness				Comments
1. List the department Service Area Outcomes	A clear list of the service area outcomes is provided.	No clear list of the service area outcomes is provided.	No list of the service area outcomes is provided	

2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO 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...)	Summary of SAO assessment activities are provided. Dialogue regarding SAO assessment results is provided.	Summary of SAO assessment activities but no dialogue regarding SAO assessment results is provided.	None of the following were addressed at all: Summary of SAO assessment. dialogue regarding SAO assessment results.	
3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.	Future plan with success story provided.	Future plan but no success story.	None of the following were addressed at all: Future plan Success story	

Prior Budget Usage	Filled out	N/A	Not filled out
Future Needs	Filled out	N/A	Not filled out
Criteria for Resource Allocation	Filled out	N/A	Not filled out
Manager/VP Prioritization	Filled out	N/A	Not filled out

Total points earned ____

Appendix C2: Enhanced Career Education Program Review Feedback Form and Instructions

Criteria: Met (3) Partially Met (1) Not Met (0)

Comments (If feedback is 1 or 0 reader must provide feedback)

Met (3)

Partially Met (1)

Not Met (0)

Overview of Dept/Program				Comments
1). Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.	Summary of recent accomplishments: Listed more than one accomplishment and both are clearly connected to EVCs mission / success.	Summary Only one recent accomplishment: An attempt to connect the goal to the college mission is made but is unclear.	The following was not addressed at all in the update: Connection between accomplishment and EVC's mission.	

Program Set Standards				Comments
Program Set Standard / Program Success Goal	A number is provided for BOTH standard and goal.	N/A	Only one number or less provided.	
a). Is your program success rate higher or lower than the campus? b). If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If you program success rate is lower, what are some strategies your program is implementing to improve?	Success standard stated Clear discussion evaluating how program success compares to EVC campus.	Success standard stated. There is no discussion evaluating how program success compares to EVC campus.	One (or both) of the following were not addressed at all in the update: No success standard stated. No comparison is made between the program and the EVC Campus.	

<p>c). Is the current program's success rate higher than the program set standard?</p> <p>d). How close is the program to meeting the program success goal?</p> <p>e). Are these measures (program set standard and program success goals) still current / accurate? If not, please describe here and reset the standards.</p>	<p>Success standard stated.</p> <p>Clear discussion stating how the program success rate is higher or lower than the set standard.</p>	<p>Success standard stated.</p> <p>There is no discussion.</p>	<p>One (or both) of the following were not addressed at all in the update:</p> <p>No success standard stated.</p> <p>No discussion is provided.</p>	
Program Success Rate				Comments
Program success rate numbers provided for ALL cells (IPED; Gender; Age)	Numbers for all cells in Success Rate.	N/A	Missing or no numbers for Success Rate.	

1a). 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.	Success standard stated. Clear discussion stating similarities or differences with campus success rates. Equity gaps are identified and clearly discussed; a timeline is provided.	Success standard stated. No discussion stating similarities or differences with campus success rates. Equity gaps are identified but not discussed. No timeline is provided.	No discussion of success rates from the disaggregated data provided.	
1b). 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 success rates a discussion is provided reflecting on disaggregated data, noting student performance numbers in reaching program set standard.	All important disaggregated data is not discussed.	No discussion provided.	
1c). If your program offers course sections fully online, please contact the EVC Dean 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.	Discussion of online offerings is provided	N/A	N/A	
Student Enrollment Types				Comments

2) Student enrollment types	Head Count provided (Day / Evening / Full time / Part time).	N/A	No head count provided.	
<p>2a). Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?</p> <p>Discuss how do your program enrollments (Pct of total) compare to EVC?</p> <p>Based on the data, would you recommend any changes?</p>	<p>Changes in enrollment did occur and were discussed.</p> <p>Differences between program and EVC numbers discussed.</p> <p>Possible changes to program discussed</p>	<p>Although changes do exist, only 2 of 3 categories (enrollment, EVC vs. Program numbers, possible changes).</p>	<p>Changes in enrollment did take place but were not discussed.</p> <p>Differences between program and EVC do exist but were not discussed.</p> <p>No changes in program were discussed.</p>	
Student Demographics				Comments
Head count numbers	Head Count provided (Gender; Age; IPEDs).	N/A	No head count provided.	
<p>3a). Based on the program total headcount and Pct change year to year, discuss if your program growing or declining?</p> <p>If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?</p>	<p>A clear comparison (since last program review) and discussion is made across enrollment types.</p> <p>A clear comparison of program is made with EVC overall totals.</p> <p>Clear and relevant recommendations are made.</p>	<p>Growth / decline noted but no discussion as to the reason for growth / decline.</p> <p>No recommendation provided.</p>	<p>Growth or decline noted but no discussion provided.</p>	

<p>3b). Discuss any gaps have you identified in your program?</p> <p>Discuss how is your program enrollment similar or different from the campus?</p> <p>Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up?</p>	<p>Gaps are identified and differences between program and the college are discussed.</p> <p>Categorical (gender, age, ethnic group) differences between the program and the college are discussed.</p>	<p>Gaps are identified but the discussion is brief or is missing.</p> <p>Discussion on categorical differences between the program and the college is brief.</p>	<p>No discussion is provided for either gaps and/or categorical differences.</p>	
<p>3c). Discuss what interventions can the program implement to address any gaps in enrollment?</p>	<p>A clear discussion addressing possible interventions is provided.</p>	<p>The provided discussion is either unclear or too brief.</p>	<p>No discussion is provided even though gaps exist.</p>	
Institutional Effectiveness				Comments
Capacity / Productivity	Capacity and productivity goal provided.	N/A	Only one or no capacity or productivity number provided.	

4a). Is your capacity rate higher or lower than the campus	Clear and relevant information is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	
4b). Is your productivity goal higher or lower than the campus	Clear and relevant information is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	
4c). If the program capacity and / or productivity is lower than the campus, please provide rationale:	Clear and relevant information related to capacity and productivity is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	

Curriculum (Part B)				Comments
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1). Identify any updates to curriculum since the last comprehensive program review, including any new programs. [If all courses and programs are not up to date your program review WILL NOT BE approved].	Curriculum updates since last comprehensive program review is provided.	N/A	No work is provided.	
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Student Learning Outcomes and Assessment (Part C)				Comments
1). 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...). 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	<p>A clear summary of SLO assessment work at the course and program level is provided.</p> <p>Evidence of dialogue is provided.</p> <p>All SLO assessments for this program is up to date per verification of the EVC SLO coordinator.</p>	<p>All SLO assessments for this program is up to date per verification of the EVC SLO coordinator.</p> <p>One of the following was not provided:</p> <p>A summary of SLO assessment work at the course and program level.</p> <p>Evidence of dialogue.</p>	<p>None of the following were addressed at all in the update:</p> <p>No summary of SLO work is provided.</p> <p>No evidence of dialogue is provided.</p> <p>SLO assessment for this program is not up to date per verification of the EVC SLO coordinator.</p> <p>[List any SLOs or PLOs that have not</p>	

determine if your Program Review is approved or 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].	
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Faculty and Staff (Part D)	1 point for Met (for #1 only)			Comments
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.	List of current faculty and staff provided A clear discussion of areas of expertise and how each position contributes to the success of the program.	N/A	None of the following were addressed at all in the update: List of current faculty and staff. No discussion or outline of areas of expertise and how each position contributes to the success of the program is provided.	
2). In addition to major professional development activities completed by faculty and staff in the past, in	List of activities completed is provided.	List of activities completed is provided.	None of the following were	

<p>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.</p>	<p>A clear connection is made between the accomplishments and at least two of the following: student success, equity, distance education, SLO assessment, guided pathways, innovative teaching / learning strategies.</p> <p>A clear timeline is provided.</p>	<p>A connection is made between the accomplishments and at least one of the following: student success, equity, distance education, SLO assessment, guided pathways, innovative teaching / learning strategies.</p> <p>A timeline is provided.</p>	<p>addressed at all in the update:</p> <p>List of activities completed</p> <p>No connection is made between any activity and one of the following: student success, equity, distance education, SLO assessment, guided pathways, innovative teaching / learning strategies.</p> <p>No timeline is provided.</p>	
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Prior Budget Usage	Filled out	N/A	Not filled out	
Future Needs	Filled out	N/A	Not filled out	
Criteria for Resource Allocation	Filled out	N/A	Not filled out	
Manager/VP Prioritization	Filled out	N/A	Not filled out	

Total points earned ____

Appendix C3: Instructional Comprehensive Program Review Feedback Form and Instructions

Criteria: Met (3) Partially Met (1) Not Met (0)

Comments (If feedback is 1 or 0 reader must provide feedback)

	Met (3)	Partially Met (1)	Not Met (0)	
Overview of Dept/Program				Comments
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.	Summary of program is: Focused. clearly stated. connects relevant historical information to assist in understanding programs development. Factors important to development are: clearly stated. relevant connection is made.	Summary of program is: Focused. clearly stated. not connects relevant historical information to assist in understanding programs development. Factors important to development are: not clearly stated. relevant connection is made.	One of the following were not addressed at all in the statement: Program history. Factors important in program development.	
2). Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.	Update of programs progress: All goals stated in previous Program Review are updated; progress or issues are clearly discussed for each goal.	Update of programs progress: Less than half of goals from previous Program Review are discussed.	The following was not addressed at all in the update: Program progress related to goals established in last comprehensive program review.	

Overview of Dept/Program				Comments
3). Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.	<p>Summary of recent accomplishments:</p> <p>Listed more than one accomplishment and both are clearly connected to EVCs mission / success</p>	<p>Summary Only one recent accomplishment:</p> <p>An attempt to connect the goal to the college mission is made but is unclear.</p>	<p>The following was not addressed at all in the update:</p> <p>Connection between accomplishment and EVC's mission.</p>	
4). 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).	<p>Summary of resource allocation provided with clear discussion of how the recourses impacted student success / or improved the program</p>	<p>Summary of resource allocation provided with no clear discussion of how the recourses impacted student success / or improved the program</p>	<p>No discussion of how the recourse allocation impacted student learning or improved the program.</p>	
5). Please describe where you would like your program to be four years from now (program goals) and how this supports the college mission, strategic initiatives, and student success.	<p>Summary of where the program should be in three years:</p> <p>All goals are clearly stated</p> <p>All goals are clearly connected to EVCs mission, strategic initiatives, and student success.</p>	<p>Summary of where the program should be in three years:</p> <p>Goal or connection is not clearly stated.</p>	<p>One of the following was not addressed at all in the update:</p> <p>No clear future goal is stated</p> <p>A goal may be stated but there is no connection between the goal and the college mission; strategic initiative; or student success.</p>	

Program Set Standards				Comments
Program Set Standard / Program Success Goal	A number is provided for BOTH standard and goal.	N/A	Only one number or less provided	
<p>a). Is your program success rate higher or lower than the campus?</p> <p>b). 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?</p>	<p>Success standard stated</p> <p>Clear discussion evaluating how program success compares to EVC campus.</p>	<p>Success standard stated.</p> <p>There is no discussion evaluating how program success compares to EVC campus.</p>	<p>One (or both) of the following were not addressed at all in the update:</p> <p>No success standard stated</p> <p>No comparison is made between the program and the EVC Campus.</p>	
<p>c). Is the current program's success rate higher than the program set standard?</p> <p>d). How close is the program to meeting the program success goal?</p> <p>e). Are these measures (program set standard and program success goals) still current / accurate? If not, please describe here and reset the standards.</p>	<p>Success standard stated.</p> <p>Clear discussion stating how the program success rate is higher or lower than the set standard.</p>	<p>Success standard stated.</p> <p>There is no discussion.</p>	<p>One (or both) of the following were not addressed at all in the update:</p> <p>No success standard stated</p> <p>No discussion is provided.</p>	

Program Success Rate				Comments
Program success rate numbers provided for ALL cells (IPED; Gender; Age)	Numbers for all cells in Success Rate.	N/A	Missing or no numbers for Success Rate.	
1a). 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.	<p>Success standard stated.</p> <p>Clear discussion stating similarities or differences with campus success rates. Equity gaps are identified and clearly discussed; a timeline is provided.</p>	<p>Success standard stated.</p> <p>No discussion stating similarities or differences with campus success rates. Equity gaps are identified but not discussed. No timeline is provided.</p>	No discussion of success rates from the disaggregated data provided.	
1b). 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 success rates a discussion is provided reflecting on disaggregated data, noting student performance numbers in reaching program set standard.	All important disaggregated data is not discussed.	No discussion provided.	

1c). If your program offers course sections fully online, please contact the EVC Dean 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.	Discussion of online offerings is provided.	N/A	N/A	
Program Awards				Comments
Program awards (Completed only if applicable)	Notes number of awards.	N/A	N/A	
Student Enrollment Types				Comments
2). Student enrollment types	Head Count provided (Day / Evening / Full time / Part time).	N/A	No head count provided.	

<p>2a). Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?</p> <p>Discuss how do your program enrollments (Pct of total) compare to EVC?</p> <p>Based on the data, would you recommend any changes?</p>	<p>Changes in enrollment did occur and were discussed.</p> <p>Differences between program and EVC numbers discussed.</p> <p>Possible changes to program discussed.</p>	<p>Although changes do exist, only 2 of 3 categories (enrollment, EVC vs. Program numbers, possible changes).</p>	<p>Changes in enrollment did take place but were not discussed.</p> <p>Differences between the program and EVC do exist but were not discussed.</p> <p>No changes in program were discussed.</p>	
Student Demographics				Comments
<p>3). Head count numbers</p>	<p>Head Count provided (Gender; Age; IPEDs)</p>	<p>N/A</p>	<p>No head count provided.</p>	

<p>3a). Based on the program total headcount and Percentage change year to year, discuss if your program growing or declining?</p> <p>If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?</p>	<p>A clear comparison (since last program review) and discussion is made across enrollment types.</p> <p>A clear comparison of program is made with EVC overall totals.</p> <p>Clear and relevant recommendations are made.</p>	<p>Growth / decline noted but no discussion as to the reason for growth / decline.</p> <p>No recommendation provided.</p>	<p>Growth or decline noted but no discussion provided.</p>	
<p>3b). Discuss any gaps have you identified in your program?</p> <p>Discuss how is your program enrollment similar or different from the campus?</p> <p>Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up?</p>	<p>Gaps are identified and differences between program and the college are discussed.</p> <p>Categorical (gender, age, ethnic group) differences between the program and the college are discussed.</p>	<p>Gaps are identified but the discussion is brief or is missing.</p> <p>Discussion on categorical differences between the program and the college is brief.</p>	<p>No discussion is provided for either gaps and/or categorical differences.</p>	
<p>3c). Discuss what interventions can the program implement to address any gaps in enrollment?</p>	<p>A clear discussion addressing possible interventions is provided.</p>	<p>The provided discussion is either unclear or too brief.</p>	<p>No discussion is provided even though gaps exist.</p>	

Institutional Effectiveness				Comments
4). Capacity / Productivity	Capacity and productivity goal provided.	N/A	Only one or no capacity or productivity number provided.	
4a). Is your capacity rate higher or lower than the campus	Clear and relevant information is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	
4b). Is your productivity goal higher or lower than the campus	Clear and relevant information is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	

4c). If the program capacity and / or productivity is lower than the campus, please provide rationale:	Clear and relevant information related to capacity and productivity is provided.	Clear and relevant information is provided but the information is neither relevant nor clear.	No work provided.	
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Curriculum (Part B)				Comments
<p>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.</p> <p>[If all courses and programs are not up to date your program review WILL NOT BE approved].</p>	<p>Curriculum work completed since last comprehensive program review is clearly discussed.</p> <p>A clear timeline for curriculum work over the next six years is provided.</p>	<p>Curriculum work completed since last comprehensive program review is listed.</p> <p>A timeline for curriculum work over the next six years is provided.</p>	<p>One (or both) of the following were not addressed at all in the update:</p> <p>No discussion of curriculum work completed since last program review.</p> <p>No timeline for future curriculum work is provided.</p>	

2). 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).	<p>All courses offered in the program are listed</p> <p>A clear explanation as to the relevance of each course relevant to the discipline in the program is provided.</p> <p>A list or clear diagram reflecting course sequencing for all courses in the program is provided.</p>	<p>Only one or two of the following have been provided (rather than all three)</p> <p>All courses offered in the program are listed</p> <p>An explanation as to the relevance of each course relevant to the discipline in the program is provided.</p> <p>A list or diagram reflecting course sequencing for all courses in the program is provided.</p>	<p>None of the following were addressed at all:</p> <p>No course lists.</p> <p>No explanation as to course relevance.</p> <p>No list or diagram of course sequencing.</p>	
3). If you have a degree or certificate, please include a diagram of your program's 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).	<p>Diagram provided</p> <p>Outline of discussions provided</p>	<p>Either diagram or outline of discussion is missing.</p>	<p>Although a degree/certificate exists, a diagram is lacking.</p>	
4). 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?	<p>A clear description of innovative strategies or pedagogy offered to increase student learning and success is provided.</p>	<p>Only one of the following two is provided:</p> <p>A description of innovative strategies or pedagogies offered to increase</p>	<p>None of the following were addressed at all:</p> <p>No description of innovative strategies or pedagogy offered to</p>	

	A clear description of how this action impacted student success is provided.	student learning and success is provided. A description of how this action impacted student success is provided.	increase student learning and success is provided. No description of how this action impacted student success is provided.	
5). Discuss plans for future curricular development and / or program (degree & certificates included) modification.	A clear description of future curricular development and / or program (degree & certificates included) modification is provided.	Only a list of future curricular development and / or program (degree & certificates included) modification is provided.	None of the following were addressed at all: No description or list of future curricular development and / or program (degree & certificates included) modification is provided.	
6). Describe how your program is articulated with High School Districts, and / or four-year institutions. (Include articulation agreements, CID, ADTs.)	A clear description of how the program is articulated with HS districts and / or four-year institutions is provided.	N/A	No work is provided.	
7). If external accreditation or certification is required, please state the certifying agency and status of the program.	Certifying agency and status of the program is provided	N/A	No information is provided	

Student Learning Outcomes and Assessment (Part C)				Comments
<p>1). On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLOs) as they relate to ILOs. Please also indicate how the course SLOs have been mapped to the PLOs.</p> <p><i>If your program does not offer any degrees or certificates, please write N/A in this space.</i></p> <p>[If the Program does not offer a degree or certificate this section does not need to be completed].</p>	<p>PLOs are listed and connected to the appropriate ILO.</p> <p>A clear explanation of how course SLOs have been mapped to the PLOs is provided.</p> <p>All PLO assessment for this program is up to date per verification of the EVC SLO coordinator.</p>	<p>PLOs are listed and connected to the appropriate ILO.</p> <p>No explanation of how course SLOs have been mapped to the PLOs is provided.</p> <p>All PLO assessment for this program is up to date per verification of the EVC SLO coordinator.</p>	<p>None of the following were not addressed at all in the update:</p> <p>PLOs are not listed.</p> <p>No explanation of how course SLOs have been mapped to the PLOs is provided.</p> <p>PLO assessment for this program is not up to date per verification of the EVC SLO coordinator.</p> <p>[IF your Program offers a degree / certificate and PLO assessment is not up to date your program review will NOT BE APPROVED]</p>	

<p>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...). 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.</p>	<p>A clear summary of SLO assessment work at the course and program level is provided.</p> <p>Evidence of dialogue is provided.</p> <p>All SLO assessments for this program is up to date per verification of the EVC SLO coordinator.</p>	<p>All SLO assessments for this program is up to date per verification of the EVC SLO coordinator.</p> <p>One of the following was not provided:</p> <p>A summary of SLO assessment work at the course and program level.</p> <p>Evidence of dialogue.</p>	<p>None of the following were addressed at all in the update:</p> <p>No summary of SLO work is provided.</p> <p>No evidence of dialogue is provided.</p> <p>SLO assessment for this program is not up to date per verification of the EVC SLO coordinator.</p> <p>[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].</p>	
<p>3). 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.</p>	<p>A clear plan of improvement connected to SLO assessment is provided.</p>	<p>One of the following was not provided:</p> <p>A plan of improvement connected to SLO assessment.</p>	<p>None of the following were addressed at all:</p> <p>No plan of improvement connected to SLO assessment</p>	

	At least one success story clearly written, is provided.	At least one success story.	No stories of success provided.	
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Faculty and Staff (Part D)	1 point for Met (for #1 only)			Comments
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.	<p>List of current faculty and staff provided</p> <p>A clear discussion of areas of expertise and how each position contributes to the success of the program.</p>	N/A	<p>None of the following were addressed at all in the update:</p> <p>List of current faculty and staff</p> <p>No discussion or outline of areas of expertise and how each position contributes to the success of the program is provided.</p>	
2). 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	<p>List of activities completed is provided.</p> <p>A clear connection is made between the accomplishments and at least two of the following: student success, equity, distance education, SLO assessment, guided pathways,</p>	<p>List of activities completed is provided.</p> <p>A connection is made between the accomplishments and at least one of the following: student success, equity, distance education, SLO assessment, guided pathways,</p>	<p>None of the followings were addressed at all in the update:</p> <p>List of activities completed</p> <p>No connection is made between any activity and one of the following: student success, equity, distance</p>	

the future? What are they? Please provide details about a timeline.	innovative teaching / learning strategies. A clear timeline is provided.	innovative teaching / learning strategies. A timeline is provided.	education, SLO assessment, guided pathways, innovative teaching / learning strategies. No timeline is provided	
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Prior Budget Usage	Filled out	N/A	Not filled out	
Future Needs	Filled out	N/A	Not filled out	
Criteria for Resource Allocation	Filled out	N/A	Not filled out	
Manager/VP Prioritization	Filled out	N/A	Not filled out	

Total points earned ____

Appendix C4: Student Services Comprehensive Program Review Feedback Form and Instructions

Criteria: Met (3) Partially Met (1) Not Met (0)

Comments (If feedback is 1 or 0 reader must provide feedback)

Met (3)

Partially Met (1)

Not Met (0)

Overview of Dept/Program				Comments
1). Please Provide a brief summary of your program, including program components, function, and purpose. Please include a brief history and discuss any factors that have been important to the program's development.	Summary: Program, components, purpose, and function are clearly described; brief history provided.	Summary is unclear but provided.	Program information is not provided.	
2). Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.	Update of programs progress: All goals stated in previous Program Review are updated; progress or issues are clearly discussed for each goal.	Progress was not discussed clearly for each goal.	One of the following was not addressed at all in the update: No connection between accomplishment and EVC mission.	

3). Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.	Accomplishments are listed and a clear connection is made to the college's mission.	Accomplishment stated but not clearly linked to college's mission.	No accomplishments are listed.	
4). 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.	New future goals are stated and clearly linked to the college's mission, strategic initiatives, and student success.	Future goals are listed but the link to the college mission is not clearly established.	No future goals are listed.	

5). Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.	Information provided	N/A	No staffing information is provided.	
Part A Program Quality				Comments
1). Describe the impact of the program's service offerings to the students and the campus.	Impact clearly discussed.	N/A	No discussion.	

2). Describe recent local, State and/or Federal changes that significantly impact the services to students.	Impacts listed and described.	N/A	Impact not discussed.	
3). If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.	Description provided.	N/A	No Description provided.	
4). Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.	Clear description provided.	N/A	No Description provided.	
5). Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?	Accuracy noted or actions required discussed.	N/A	No information provided.	

6). Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).	Explanation of how program meets the needs of diverse population is provided and is clear.	Explanation is provided but is unclear.	No information provided.	
7). Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?	Clear discussion of communication within program as well as with other departments.	An explanation is provided but is unclear.	No work provided.	

Program Access (Part B)				Comments
1). How many students received program services for the last four years? Use the table below to review the demographics of students served and how these compare to campus demographics.	Numbers provided.	N/A	No information is provided.	
<p>1a). Based on the students served and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?</p> <p>1b). Are there any gaps in the students served compared to the college demographics?</p> <p>1c). Based on your findings, what interventions can the program implement to address any gaps in services?</p>	<p>Growth or decline is addressed; changes discussed clearly.</p> <p>If gaps are noted they are clearly discussed with an intervention also clearly discussed.</p>	<p>Growth or decline is addressed; changes discussed but is unclear.</p> <p>If gaps were noted the intervention was discussed but was unclear.</p>	No information is provided.	

Curriculum (Part C) [If applicable]				
1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six-year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.	A clear discussion of updates provided	N/A	N/A (May not be applicable)	
2). 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.	Listing, description, and relevance are provided.	N/A	N/A (May not be applicable)	
3). 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?	Innovations and impact made with students provided.	N/A	N/A (May not be applicable)	

4). Discuss plans for future curricular development and/or program (degrees & certificates included) modification.	Future plans discussed.	N/A	N/A (May not be applicable)	
5). Describe how your program is articulated with High School Districts, and/or other four-year institutions. (Include articulation agreements, CID, ADTs...)	Clear information is provided.	N/A	N/A (May not be applicable)	
6). If external accreditation or certification is required, please state the certifying agency and status of the program.				
Service Area Outcomes and Assessment (Part D)				Comment
1). List the service area outcomes (SAOs), and how they relate to the ILOs.	SAOs with connection to ILOs provided.	N/A	N/A (May not be applicable)	
2). Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE	Summary of SAO assessment activities are provided. Dialogue regarding SAO assessment results is provided.	Summary of SAO assessment activities but no dialogue regarding SAO assessment results is provided.	None of the following were addressed at all: Summary of SAO assessment	

areas. Provide evidence of the dialogue (i.e., department meeting minutes or division meeting minutes).			Dialogue regarding SAO assessment results.	
3). What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.	Future plan with success story provided.	Future plan but no success story.	None of the following were addressed at all: Future plan Success story	
Faculty and Staff (Part E)	1 point for Met (for #1 only)			Comment
1). List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.	List of current faculty and staff provided A clear discussion of areas of expertise and how each position contributes to the success of the program.	N/A	None of the following were addressed at all in the update: List of current faculty and staff No discussion or outline of areas of expertise and how each position contributes to the success of the program is provided.	

2). List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students' success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.	Activities discussed and connected to important areas stated in the question.	Activities discussed but no clear connection to important areas stated in the question.	No activities are discussed.	
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Prior Budget Usage	Filled out	N/A	Not filled out
Future Needs	Filled out	N/A	Not filled out
Criteria for Resource Allocation	Filled out	N/A	Not filled out
Manager/VP Prioritization	Filled out	N/A	Not filled out

Total points earned _____

Appendix D1: Definition of Terms Program Review Data Sheets

Seat Count	A count of active enrollment statuses at any point between census and 1 month after end of term. This is a duplicated count of students. Students taking more than one class are counted once for each class taken.
Headcount	A count of distinct student IDs with active term statuses (R, P, S, or T), and active enrollment statuses (A or N)While Seat count counts a student for every class the student takes, and hence is “duplicated” if the student takes more than one class, Headcount counts each student only once no matter how many classes he or she may be taking in that unit.
FTES	Full-time Equivalent Student. Based on the idea that to earn a two-year degree or certificate a student would need to take 15 hours per semester for four semesters. This metric is a measure of aggregate student load. It converts part-time student loads into their full-time equivalence. 1 FTES = 15 units per term.
WSCH	Weekly Student Contact Hours. It is the number of student contact hours in classes during a typical week for a typical semester-long class. Student contact hours for short-term or positive attendance classes are normally converted to WSCH. It is the sum of the number of students enrolled times the number of hours a class meets each normal week. This is another measure of aggregate student load. It has a direct and constant relationship to FTES. WSCH relates to FTES as inches relates to feet. They measure exactly the same thing but on a different scale. Specifically, 1 FTES = 525 WSCH x 16.3 weeks per semester.
FTEF	Full-time Equivalent Faculty. This is a function of faculty load. This is sum of section loads divided by 100. A faculty member teaching a normal load for two .semesters (fall and spring) is considered to be one (1) FTEF. Often expressed as a percentage of a normal full-time load. Thus, the faculty load for a given class might be 20%. The teaching FTEF reflected in the Program Review data sheets includes only the faculty load involved in teaching classes and thus excludes reassignment load.
Productivity (WSCH)	Weekly Student Contact Hours (WSCH) divided by Full Time Equivalent Faculty (FTEF)
Productivity (FTES)	Full-time Equivalent Student (FTES) divided by Full Time Equivalent Faculty FTEF
Number of Sections	A section is a class of a course. A course may have more than one section. Thus, Economics 1B, for example, may be offered in five distinct and separate classes in each semester. The number of sections is a count of all the distinct classes offered in the indicated unit (e.g., a department) during the semester.

Number of Courses	A count of the number of distinct courses offered during a given semester. Thus, while Economics 1B may be offered in five classes, it counts as only one course.
Capacity	Percentage of the seats available (or enrollment limit) for a given class (section) that are occupied by enrolled students at census. Census enrollment / number of seats available.
Full-time Faculty %	Percentage of total FTEF for a unit (e.g., division, department) that is taught by full-time or regular permanent faculty during a regular semester.
Overload Faculty %	Percentage of total FTEF for a unit (e.g., division, department) that is taught by full-time or regular permanent faculty as a load in addition to a normal full-time load during a regular semester.
Part-time Faculty %	Percentage of total FTEF for a unit (e.g., division, department) that is taught by part-time (temporary, adjunct) faculty during a regular semester.
Completion Rate	Completion Total (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades) divided by Total Enrolled (sum of A, B, C, CR, D, F, I, NC, NP, P, RD, W grades)
Persistence Headcount	Count of distinct Student IDs with active term and enrollment statuses in the following SP or FA term.
Persistence Rate	Persistence Headcount divided by Head Count
Success Rate	The rate at which a group of students successfully complete a class or set of classes. Success Total (sum of A, B, C, CR, IA, IB, IC, IPP, P grades) divided by Total Grades for Success (sum of A, B, C, CR, D, F, I, NC, NP, P, W grades).
Academic Load	sum of registered credits as of 1 month after end of term.
Total Enrolled	A count of all verified grades.
Demographics	Breakdowns of student census headcount by various student characteristics such as age, ethnicity, and full or part-time status. Since grades are determined at the end of the term, their distribution reflects all official grades awarded.
MIS Data	Management Information Systems (MIS) Data is different information, or data elements, provided by each college to the State Chancellor's Office about students, courses, student services, outcomes and faculty and staff.

Glossary

Program Review Acronyms

Acronym	Definition
ACCJC	Accrediting Commission For Community and Junior Colleges, Western Association of Schools and Colleges
AURR	Annual Update and Resource Requests
CPR	Comprehensive Program Reviews
CTE	Career Technical Education (timeline for scheduled course outline revision is 2-year)
EVC	Evergreen Valley College
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
GE	General Education (refers to General Education Learning Outcomes)
IEC	Institutional Effectiveness Committee or Institutional Effectiveness Review Committee
ILO	Institutional Learning Outcomes
MIS	Management Information Systems (Data provided by each college to the State Chancellor's Office)
PLO	Program Learning Outcomes
PR	Program Review
PVR	Program Viability Review
SAO	Service Area Outcomes
SLO	Student Learning Outcomes
WSCH	Weekly Student Contact Hours

General Program Review Terms

Term	Definition
Annual Update and Resource Requests (AURR)	A yearly submission required for programs not completing a Comprehensive Program Review to update assessment information, report major changes, and document anticipated program needs
Comprehensive Program Review (CPR)	An extensive and in-depth analysis of how well a program functions, addressing alignment with the College mission, program characteristics, assessment, planning, and program improvement
Program	An organized set of courses and/or services that lead to defined objectives in support of and advancement of student learning
Program Review	A systematic, comprehensive process that evaluates the status, effectiveness, and progress of programs, helping to identify future direction, needs, and priorities, with the goal of establishing an agreed-upon action plan for further development
Program Review Cycle	The continuous review process for all instructional, student, and administrative areas, which constitutes four years and is marked by Annual Update and Resource Requests (AURRs) and a Comprehensive Program Review in the fourth year
Program Viability Review (PVR)	A review that must be initiated in the third year if a program defers its Program Review for two academic years due to outdated courses and certificates
Resource Allocation	The process where approved Program Reviews are eligible to participate in funding through the College Budget Committee, guided by Program Review findings and the College Resource Allocation Rubric

Term	Definition
Service Area Outcomes (SAOs)	Evergreen Valley College's commitment to an ongoing, cyclical improvement process, stating that learning takes place every time a student comes in contact with a service or activity
Student Learning Outcomes (SLOs)	Outcomes identifying the knowledge, skills, and attitudes students will be able to demonstrate; all SLOs must be assessed every year for academic program approval
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Program Review Data and Measurement Terms

Term	Definition
Academic Load	The sum of registered credits as of one month after the end of the term
Capacity	The percentage of the seats available (or enrollment limit) for a given class (section) that are occupied by enrolled students at census (Census enrollment / number of seats available)
Completion Rate	Completion Total (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades) divided by Total Enrolled (sum of A, B, C, CR, D, F, I, NC, NP, P, RD, W grades)
Demographics	Breakdowns of student census headcount by various student characteristics such as age, ethnicity, and full or part-time status
FTEF (Full-time Equivalent Faculty)	A function of faculty load, calculated as the sum of section loads divided by 100
FTES (Full-time Equivalent Student)	A measure of aggregate student load, where 1 FTES equals 15 units per term
Full-time Faculty %	Percentage of total FTEF for a unit that is taught by full-time or regular permanent faculty during a regular semester
Headcount	A count of distinct student IDs, where each student is counted only once regardless of how many classes he or she may be taking in that unit
MIS Data	Management Information Systems (MIS) Data is information provided by each college to the State Chancellor's Office about students, courses, student services, outcomes and faculty and staff
Number of Courses	A count of the number of distinct courses offered during a given semester
Number of Sections	A count of all the distinct classes (sections) offered in the indicated unit during the semester

Term	Definition
Overload Faculty %	Percentage of total FTEF for a unit that is taught by full-time or regular permanent faculty as a load <i>in addition</i> to a normal full-time load during a regular semester
Part-time Faculty %	Percentage of total FTEF for a unit that is taught by part-time (temporary, adjunct) faculty during a regular semester
Persistence Headcount	Count of distinct Student IDs with active term and enrollment statuses in the following spring or fall term
Persistence Rate	Calculated as the Persistence Headcount divided by Head Count
Productivity (FTES)	Full-time Equivalent Student (FTES) divided by Full Time Equivalent Faculty (FTEF)
Productivity (WSCH)	Weekly Student Contact Hours (WSCH) divided by Full Time Equivalent Faculty (FTEF)
Seat Count	A duplicated count of students based on active enrollment statuses at any point between census and one month after end of term
Success Rate	The rate at which a group of students successfully complete a class or set of classes, calculated as Success Total (sum of A, B, C, CR, IA, IB, IC, IPP, P grades) divided by Total Grades for Success (sum of A, B, C, CR, D, F, I, NC, NP, P, W grades)
Total Enrolled	A count of all verified grades
WSCH (Weekly Student Contact Hours)	The number of student contact hours in classes during a typical week for a typical semester-long class