The Program Review Process

Program review ensures that the college’s academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

**Academic Program Link to College Mission**

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor’s degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

**[Name] Program Review**

###### Connection to Mission

1. Briefly describe your program objective(s) and how the program supports and furthers the College’s mission.

###### B. Program Curriculum, Instruction & SLO Assessment

1. Describe how your program’s curriculum and instruction connect with the program objectives (see Appendix G-2: Data Sets for supporting information).
2. What are the Program-level Student Learning Outcomes (PSLOs) for the degrees and certificates in your program? (see also Appendix G-1: SLO Assessment Forms from Prior Years).
3. How do PSLOs support college-wide SLOs (CWSLOs)?
4. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs?
5. What methods did you use to assess these PSLOs (methods may include student survey, portfolio, exit class, etc.)?
6. What were the most meaningful findings from the assessment of PSLOs (which outcomes showcase student achievement; which indicate a need for program improvement?)?
7. What are the program’s overall strengths and weaknesses? Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.
   1. Curriculum (including articulation and course scheduling)
   2. Instructional methodology (i.e., distance education)
   3. SLO Assessment
8. Describe any proposed future changes to the following. Explain how these changes will positively impact the program and improve achievement of PSLOs?
   1. Curriculum (including articulation and course scheduling)
   2. Instructional methodology (i.e., distance education)
   3. SLO Assessment

**C. Physical Resources**

1. How is the program affected by the size, type and quality of available:
   1. Physical space and facilities
   2. Information technology
   3. Library holdings and services
   4. Instructional equipment and supplies
2. Have there been significant changes in the program’s facilities, technical infrastructure, or other resources since the last review? If so, how have the changes impacted the program?
3. What are the program’s projected needs in facilities, technology, or other resources, and how are these needs related to program goals? Are these goals supported by results from the assessment of program and course-level student learning outcomes?

###### D. Staffing

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).
2. How does the current staffing structure positively and/or negatively affect the program?
3. What are the objectives and goals in staffing to make this program more effective? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?

###### E. Student Retention and Success

1. Describe any significant trends within the student demographics of the program (see Appendix G-2: Data Sets for supporting information).
2. What are the program’s strengths or weaknesses in the area of student retention and success (see Appendix G-2: Data Sets for supporting information)?
3. What objectives are needed to better ensure student retention and success? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?

**F. Outreach and Compliance**

If program faculty and staff are tasked with outreach and/or compliance efforts, which can include outreach, working with advisory committees, consulting or technical assistance, service-based instruction, compliance with laws or regulations, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program’s academic and professional expertise extended to the local communities?
2. If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.
3. How does the program help the College comply with laws, regulations, and other legal or certification requirements?

**G. Appendices**

1. SLO Assessment Forms should be attached for the previous years, depending on the program’s review cycle.
2. DATA SETS
3. Program FTES
4. Duplicated Headcount
5. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
6. Number of Students with Declared Majors in Program
7. Number of Courses Offered
8. Number of Sections Offered
9. Average Enrollment per Section
10. Course Completion Rate (# of students who received a grade/total students enrolled at census)
11. Student Success Rate (# of students with C or better/total students enrolled at census)

Data can be found here:

<http://frc-sps-01/IR/TabularDataTest/Forms/AllItems.aspx>

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.