**Purpose and Integration with Broader Planning**

The comprehensive program review captures the longer-term strategic plan for a program. It allows the program to document its vision. The CPR alerts the campus of the program’s mid- to long- term goals and describes the means for achieving those goals. The CPR is the touchstone for creating and reviewing annual program goals and student learning outcomes. CPR information may also be used to inform college planning including: the strategic plan, education plan, facilities plan, strategic enrollment plan, including scheduling, budget, sustainability and equity efforts, etc., see AP/BP 3260.

Items that may be included in a program review:

1. Analyze data on key performance indicators, such as enrollment, retention and completion rates, and findings from student learning outcome assessments and degrees and certificates awarded.
2. Highlight and analyze program activities, and accomplishments.
3. Identify and document program weaknesses and strengths.
4. Develop program objectives and goals.
5. Discussion of relevant program compliance 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. (applicable to specific programs)

Academic program review is an integral part of educational planning and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior Colleges (ACCJC).

CPRs will be submitted per the schedule developed and communicated by the Strategic Planning Committee. Instructional CPRs will be reviewed and summarized within the Council on Instruction and used to inform leadership of program health and needs and to provide a vehicle for linking CPRs to other planning documents (e.g., Education Plan). Additionally COI will route specific portions of the CPR to shared governance committees for review. For example, a CPR that had a facilities need could be communicated/routed to Facilities Committee.

**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.*

Program Vision and Goals

1. Describe the goals of the program and how these relate to the FRC Mission.
2. What have been some program accomplishments since the last program review?
3. What support does the program need to assure its continued success? Explain by referring to specific program goals and objectives.

Staffing

1. How many full-time and part-time faculty teach in this program (in-person, online, and ISP)?
2. What changes to staffing, if any, could make this program more effective for course offerings and student success? Also, how could staffing changes contribute to other programs and towards improving student interest and success in the program?

Curriculum

1. Describe the educational pathways the program offers: completion of general education, certificates, associate degrees, bachelor’s degrees, and/or transfer degrees.
2. What changes and conversations have occurred in the program to incorporate equity-minded curriculum? Examples from specific courses may be included. *See the Building Equity into Curriculum and Reducing Barriers to Learning (i.e., ideas, checklist) in the appendices to guide this reflection.*
3. Discuss how the program incorporates sustainability efforts, goals, or conversations in its curriculum?
4. Discuss how course outlines have been reviewed, and what curricular changes have resulted from these reviews.

Instruction

1. How does the program develop course scheduling to meet student needs?
2. Describe effective and innovative teaching strategies (activities, projects, etc.) used by faculty to increase student learning and engagement.

Assessment

1. Describe how students have achieved Program-level Student Learning Outcomes (PSLOs). Explain how PSLOs are assessed and how assessment been used to improve student learning and/or curriculum? Please be as detailed as possible.
2. How do PSLOs support college-wide SLOs (CWSLOs)? Please use the table below and example, to capture this support using the following scale: (0) PSLO does not address CWSLO; (1) PSLO scarcely touches on CWSLO; (2) PSLO addresses the CWSLO to a moderate degree; (3) PSLO strongly meets the CWSLO:

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|  | **Commun-ication** | **Critical Thinking** | **Info****Literacy** | **Ethics** | **Sense of Self** | **Inter-personal**  | **Respon-sibility** |
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Example from Environmental Studies

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|  | **Commun-ication** | **Critical Thinking** | **Info****Literacy** | **Ethics** | **Sense of Self** | **Inter-personal**  | **Respon-sibility** |
| **Knowledge (ENVR)** | 2 | 3 | 3 | 1 | 2 | 2 | 2 |
| **Scientific Literacy (Env Sci)** | 2 | 3 | 3 | 1 | 1 | 1 | 2 |
| **Application of Skills** | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| **Communication** | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| **Multidisciplinary Perspective** | 3 | 2 | 2 | 2 | 1 | 2 | 3 |
| **Environmental Ethic** | 2 | 1 | 1 | 3 | 3 | 2 | 2 |
| **Understanding of Sustainability** | 2 | 2 | 12 | 2 | 1 | 2 | 3 |
| **Total Impact** | **15** | **15** | **15** | **13** | **13** | **14** | **16** |

1. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs? Please use the table below and example, to capture this support using the following scale: (0) CSLO does not address PSLO; (1) CSLO scarcely touches on PSLO; (2) CSLO addresses the PSLO to a moderate degree; (3) CSLO strongly meets the PSLO:

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Example from Environmental Studies

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|  | **Knowledge (ENVR)** | **Scientific Literacy (Sci)** | **Application of Skills** | **Commun-ication** | **Multi-disciplinary Perspective** | **Environ-mental Ethic** | **Sustain-ability** |
| **102** | 2 | 1 | 1 | 2 | 3 | 3 | 3 |
| **103** | 1 | 1 | 3 | 2 | 3 | 2 | 1 |
| **142** | 3 | 3 | 1 | 3 | 3 | 2 | 3 |
| **142L** | 3 | 3 | 3 | 1 | 3 | 2 | 1 |
| **160** | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| **180** | 2 | 0 | 1 | 3 | 2 | 2 | 2 |
| **201** | 2 | 2 | 3 | 2 | 3 | 0 | 0 |
| **210** | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| **220** | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| **240** | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| **250** | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **251** | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| **264** | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| **266** | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| **280** | 3 | 0 | 2 | 3 | 2 | 2 | 1 |
| **Total Impact** | **40** | **30** | **38** | **33** | **37** | **31** | **30** |

1. What were the most important things your department learned from assessment? How has the program used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Student Learning and Success

1. What are some program goals to strengthen and/or grow this program to accomplish greater student interest, learning and success?
2. How does the program consider or approach issues of student equity related to retention and success? This may include use of tutors and other student support services, etc.
3. Describe the average student demographics of the program and discuss success rates of different student populations by mode of instruction (i.e., race, ethnicity, sex, age. Analyze data provided by the Institutional Research. *Look at enrollment, retention, and success data by delivery mode as applicable.* What are your observations?
* In-person (on campus)
* Hybrid
* Online
* ISP
1. Are there differences in course retention and completion rates between in-person/on campus, online/hybrid courses and ISP courses as applicable? Explain.
2. What has or might be done to improve course completion and retention rates?
3. What has been done to improve the number of degrees and certificates awarded? Explain.

Physical Resources

1. Describe the facility and resource needs of the program. Link these needs to student learning and overall program goals.
2. If applicable, discuss how the facilities used or needed for the program may be made or used in a more sustainable, environmentally-minded way?

Advisory Committees

1. 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.

Program Goals Moving Forward

1. Given the analyses and reflection in this CPR, what are the goals of this program in the coming year?

**Building Equity into Curriculum and Reducing Barriers to Learning (i.e., ideas, checklist)**

Every member of a learning community brings their social identities and social locations with them into the classroom. Equity is about addressing how these identities and locations are part each person’s perspective, their learning process and learning experience. Instructors can build on the unique perspectives that students bring with them to make learning meaningful and relevant.

What does this mean? Equity in the classroom means recognizing differences in race, gender, class, ethnicity, sexual orientation, and other social identities among students and adjusting pedagogical approaches accordingly. For instance, including how those identities and experiences shape how students learn.

**How to practice equity and create an equity-minded classroom**

* Reflecting on your own beliefs and how they influence your perspective as a teacher, and the curriculum you select.
* Establishing an inclusive environment early. This includes listening to students and communicating classroom standards that create an equitable environment. Another example is to ask students early in the semester to identify how they relate to the material based on their backgrounds.
* Designing dynamic classroom spaces. Recognize the diversity in the room, in the class, and use this to create a community; this may include discussion groups and group-building exercises.
* Accommodating learning styles and disabilities.
* Being mindful of how technology is used.

**Equity in curriculum design**

Curriculum in the program provides relevant examples of significant contributions from persons of diverse backgrounds (age, race, ethnicity, gender, sexuality, religion, and ability). Examples may show attention to diversity by providing descriptors that reference the represented group(s). Here are some ways to review program curriculum through an equity lens:

* Provide appropriate context to major events and contributions to a discipline/field.
* Present and describe major events with attention to diversity and the social and cultural circumstances that produced them.
* Exhibit sensitivity to the experiences of marginalized groups.
* Use appropriate and current language, including naming conventions, of ethnic groups, and sex and gender inclusivity.
* Include components of the discipline and sub-disciplines that represent contemporary research and trajectories of the field.
* Choose texts that are culturally-inclusive and accessible.