



Instructional Comprehensive Program Review

Please note that program reviews are to be entered into the [Improvement Platform \(https://solutions.nuventive.com/\)](https://solutions.nuventive.com/). All programs have at least one SLO coordinator with a user account. Additional user accounts can be secured through approval by your dean, who should submit the request to [Karen Wong](#).

Step 1: Instructional Comprehensive Program Review

Submitter Name:

Submission Date:

BACKGROUND

1.A. DIVISION:

PROGRAM NAME:

1.B. YEAR OF REVIEW:

1.C. PROGRAM REVIEW TEAM:

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

- i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."
- ii. Alignment with the College Values:

For each chosen Value, provide a concrete example of how each connects to your program.

1.E. PROGRAM PERSONNEL

- i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

Adjunct Faculty FTE:

Classified Professionals FTE:

Manager/ Director:

Dean FTE (if applicable):

- ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

1.F. PROFESSIONAL DEVELOPMENT

- i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.
- ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

- i. **PROGRAM ACCESS:** How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?
- ii. **COURSE ACCESS:** Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?
- iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

- i. How do the overall course success rates compare to the College and/or Division success rates?
- iii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).
- iv. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

- i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:
Percentage:

- ii. How well is the program meeting its PSLOs?
- iii. Are the PSLOs still relevant to your program? If not, what changes might be made?
- iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

- i. What do the data reveal about degree and certificate completion? time to completion?
- ii. What changes do the data suggest are necessary for the program to explore?

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

- Secured approval of updated courses by the Curriculum Committee
- Updated the Improvement Platform with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee.
- Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
- Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Step 2: Goals and Resource Requests

GOAL

Name of the Goal

Year Initiated

STATUS

Goal Status Date

Academic Year Updated

Goal Status

Goal Status Narrative

Resource Request

Division Name

Program Name

Year of Request

Resource Description

Resource Type

Funds Type – Mark all that apply.

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Cost

Level of need, with 1 being the most pressing

Updated: July 2022