DEPARTMENT OR PROGRAM TITLE:

A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other ____________)

1. Internal factors:

2. External factors:

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other _________)

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other ____________)

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ____________)

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

Evaluation of academic year 2001-02. Date of evaluation:
List names of participants assisting in this program review.
  Primary program contact person: Phone or email address:
  Full-time faculty:
  Part-time faculty:
  Administrators:
  Classified staff:
  Students:
A new element in your program review is this assessment and documentation of your program’s commitment to student learning. This program review provides comprehensive information on core measures of learning for students who complete the degree requirements in your program and will become a critical part of a learning portfolio. Use the matrix to guide your responses to these general questions for students getting a degree in your program:

a. What are the learning outcomes related to the mission of your degree program?
b. What ideal behaviors would a graduate demonstrate related to the goals of your degree program? Where in the degree program do students acquire these desired traits? How do you measure student achievement of these goals?
c. Identify the core competency goals and skills that are most appropriate for majors in your program. Where in the program are students presented with the core competencies appropriate to your field? What is your assessment of student achievement in these core competencies? What evidence do students produce that demonstrates student learning (writing sample, research paper, drawings, plans, etc.)?

This form is a Microsoft Word 98 table. Use the mouse to place your cursor where you want it; use the TAB key to move from cell to cell. Use as much space as you need; the cells expand as you type. To add more rows of direct outcome program-specific proficiencies, put your cursor in the bottom right cell of the section and hit TAB.

**PROGRAM MISSION AND OUTCOMES:** Briefly state your program mission or describe its overarching goals and expected student outcomes. Using measurable terms (e.g., Bloom’s Taxonomy active verbs), describe the knowledge, skills and abilities an ideal program graduate will be able to demonstrate.

### DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CORE COMPETENCIES:

**OUTCOMES AND ATTRIBUTES DISTINCT TO THIS PROGRAM**

- Communication
- Computation
- Creative, Critical & Analytical Thinking
- Community/Global Consciousness & Responsibility