

## Instructional Questions

Note: Be sure to enter all the information requested at the top of the Program Review form:

- Plan Name:
- Prepared by:

### 1. **Mission:**

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

### 2. **Description of Program:**

- a. Organizational Structure and Staffing
- b. Describe any activities in addition to instruction that you provide.
- c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.
- d. **Rubric Item:** Describe how your curriculum is up-to-date, addresses equity and inclusion and is demonstrably [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
- e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

3. **External Factors with Significant Impact:** What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers
  - ii) Developments in the field (both current and future)

**4. Progress on Outcomes Assessment (Four-Year Question)**

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact (if data is available)? If none, please explain.

**4. Progress on Outcomes Assessment (Two-Year Question)**

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize **course SLO assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified and whether the program met its target for each course SLO. Also include a discussion of how SLO findings vary by ethnicity, gender, and/or age (if data are available).

- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.

5. **Unit's Performance on Institutional Quantitative Effectiveness Indicators:** Please discuss your program's performance on each data item below.

- a. Instructional Program Health Evaluation Rubric
  - i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Click [HERE](#) to access your program specific data.**
  - ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Click [HERE](#) to access your program specific data.**
  - iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? **Click [HERE](#) to access your program specific data.**
  - iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) **Click [HERE](#) to access your program specific data.**
  - v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. **Click [HERE](#) to access your program specific data.**

6. **Other Unit-Specific Quantitative and Qualitative Results:**

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan

to address discrepancies in the action plan (Q10) – Click [HERE](#) to view program and college demographics by year.

- b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.)  
Click [HERE](#) to access your program specific data on degrees and certificates.
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

Comments and Suggestions:

- If you would like assistance in developing additional measures of effectiveness, please contact the OIERP as soon as possible, to allow enough time for the office to process your request.

7. **Evaluation:** You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

8. **Vision:**

- a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. Alignment with the college Vision: **Rubric Item ([Vision Alignment](#)):** To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance and align with the vision of the college?**

Comments and Suggestions

As you construct your vision, it might be helpful to think about some of the following questions:

- Imagine your program four years from now in an ideal future. You and your colleagues have done everything you possibly can to make the program excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your program to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in four years' time?

9. **Progress on Prior Goals:** Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

10. **Four-Year Action Plan (Goals, Objectives, Resources, and Actions):**

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses Please note that goals are now limited to any of the five strategic directions from the college's [Educational Master Plan](#): (a) Increase Student Enrollment; (b) Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability; (c) Increase Student Success and Equity; (d) Develop a Campus Culture that Engages Students, Employees, and the Broader Community; and (e) Foster and Support Inquiry, Accountability, and Campus Sustainability.

**In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)