# 1. Mission Statement

The purpose of this section is to ensure alignment between the college's mission, the program's mission, and campus programs.

## 1.1.  Mission Statement

### Instructions

In this section, provide the program's mission statement. This should be a succinct statement about the program's purpose, primary functions, key stakeholders, and how the program supports the college mission. The mission statement should be 1-2 sentences.

> **Best Practice:** If the mission statement is updated from last year, note in the text field when the change was made (e.g. Updated Fall 2020).

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**Rio Hondo College Mission Statement**

Rio Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals. (Board Approved 7/08/20)

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# 2. Program *Progress*

The purpose of this section is to provide an accurate description of the current program and record changes from the previous year. The information provides a context for the resource allocation process.

## 2.1. Program Description

### Instructions

Provide a brief description of the program including **each of the domains below under their own header.** If nothing to report in a specific domain, include a heading and indicate that it is not applicable.

   a.  **Services and Target Audience**
   Provide a short summary of the services offered by the program and the target audience.

> **Instructional Programs** – This may include degrees and certificates, general education courses, courses for majors, and supplemental or extracurricular programs.

> **Non-Instructional Programs** – This may include special populations served and services provided to enrolled students or the general student body.

**b. Staffing, Space Allocation, and Budget**
Provide an estimate of the number of faculty, staff, and administrators and indicate if they are full or part-time. Indicate where the program is located including building and room numbers, if applicable. Give an overview of the program budget, if known, and indicate if funds are district or categorical.

**c. Grants and Initiatives**
Provide a brief description of current program grants and/or statewide initiatives that are impacting the program.

**d. Professional Development**
Briefly list professional development activities and level of participation by program staff over the last year. Indicate if activities addressed equity-minded practices, strategies for classroom instruction, or another topic.

**e. Instructional Programs Only: Curriculum**
Provide a list of the regularly scheduled courses offered by the program. If some courses are inactive, include them in a separate list and explain why they are not currently being offered. List the degrees and certificates currently offered by the program.

**f. Program Progress**
List objectives and resource requests included in **last year's program plan**. Describe progress and status on objectives and status of resource requests, if funded or not funded.

**g. Additional Information**
Include any additional information about the program in this section, if needed.

# 3. Program Progress

The purpose of this section is to describe the program's progress since the last program review. If no previous program review exists, include the last six years. If the program is less than six years old, include information since inception.

## 3.1. Program Progress

## Instructions
Provide a description of the progress made by the program including each of the domains below **under their own header.** If nothing to report in a specific domain, include a heading and indicate that it is not applicable.

a. **Services and Target Audience Changes**
Consider the program since the last program review, approximately six years ago, and describe any changes in the services offered to students or other campus community members. Be sure to include any new services or activities for which the unit is responsible or activities and services for which the unit is no longer responsible and indicate if the target audience has changed.

> **Instructional Programs** – This may include degrees and certificates, general education courses, courses for majors, and supplemental or extracurricular programs.
>
> **Non-Instructional Programs** – This may include special populations served and services provided to enrolled students or the general student body.

b. **Staffing, Space Allocation, and Budget Changes**

Consider the program six years ago and discuss how the program budget and funding has changed. Describe staffing and location changes that have occurred during this timeframe.

c. **Projects, Grants, and Initiatives Changes**

Describe projects, grants, or initiatives that have impacted the program over the last six years.

d. **Professional Development Progress**

Describe professional development activities that faculty and staff have been involved in over the last six years.

e. **Instructional Programs Only: Curriculum Progress**

Consider the program since the last program review, approximately six years ago, and describe changes in scheduling or course format, substantial changes to courses offered, and changes to the degree and certificate programs.

f. **Long Term Plan Progress**

Consider the program since the last program review, approximately six years ago, and address progress towards past goals, objectives, and long-term plans.

g. **Accomplishments**

Identify significant accomplishments since the last review.

h. **Additional Information**

Describe any other changes relevant to the program's operation over the last six years.

# 4. Program Outcomes

The purpose of this program is to record program outcomes, their assessment method, and the results of these assessments.

## 4.1. Program Outcome Statements

### Instructions

Record Program Outcomes statements in this section. **For most programs, outcomes have already been created and will only need to** be entered into this workspace.

## 4.2. Program Outcomes Assessment
### Instructions

Describe how you are assessing each <u>program</u> outcome. All program outcomes should be assessed within a six-year cycle. Follow the template to provide the required information. For non-instructional

programs, the assessment method may be the same as used annually but the findings should reflect six years of data.

| | |
|---|---|
| **Measure Title** | Title of how you are measuring your outcomes, e.g. Selected Math Course Outcomes, Student Survey, Internal Review of Program Records. |
| **Details/Description** | Provide details of the measure, e.g. annual survey of users, Analysis of Math 101, 102, 103 Course Outcomes 1 & 2 once per year. |
| **Acceptable Standard** | Describe the minimum standard for your outcome, e.g. 60% of students will meet program standard, 75% of users will be satisfied, 80% of mail will be distributed within three days. |
| **Ideal Standard** | Describe the ideal standard for your outcome, e.g. 85% of students will meet program standard, 95% of users will be satisfied, 90% of mail will be distributed within three days. |

## 4.3. Program Outcomes Assessment Findings
## Instructions

Report on your assessment findings looking at all outcome data from the last six years. Reflect on the findings and provide specific actions to be taken on how to maintain or improve student learning in the future. Use the radio buttons to indicate if the acceptable standard was met and if results are moving towards the ideal standard.

| | |
|---|---|
| **Summary of Findings** | Tabulate, describe, and analyze the results of your outcomes assessment. Identify themes of success and areas for improvement. |
| **Recommendations** | Based on results, identify recommendations for improvements in the future. Detail the specific action steps to move forward with the recommendations. |
| **Acceptable Standard** | Select Met, Not Met, or Exceeded. |

# 5. Data Analysis

The purpose of this section is to identify program progress, find opportunities for program improvement, reflect on data trends, and identify resource needs. For program review, address historical data as provided in data visualizations (e.g. 5-year history)

## 5.1 Data Analysis

## Instructions

### Instructional Programs
Programs should describe trends observed in their data and interpret the meaning of the trends in terms of the future of the program, and actions that need to be taken. In

looking at enrollment and achievement data, historical comparisons can be made as well as comparisons to like disciplines in your division, the division overall, and to the college overall. Comparisons should be done at the **discipline** (e.g. Spanish), **program** (e.g. Languages), and **division** (e.g. Communication and Languages) level.

The following questions should be addressed:
1. **How efficient is the program?** Address and explain trends such as FTES, fill rates, sections offered and efficiency (FTES/FTEF)
2. **How are students doing in our courses?** Address and explain trends such as section success rates, course success, and differences in success by instructional modality.
3. **Are there student equity issues in our program?** Review data disaggregated by ethnicity, gender, and/or special population to determine any equity issues across different student groups.
4. **How many students are completing our program?** Address and explain trends in degrees and certificates being awarded.
5. **CTE Programs only: How well does our program serve the labor market?** Review Labor Market Information such as wage and job demand and analyze the fit with your program.

**Non-Instructional Programs**
Provide data relevant to your program outcomes, primary program functions, and other significant topics. Include analysis of data trends and reasons for these trends. Student Services programs offering courses should also provide data and analysis related to enrollment, student achievement, and equity gaps, as detailed above for instructional Programs.

# 6. Strengths & Weaknesses

The purpose of this section is to identify the strengths and weaknesses of the program based on the Program Review.

## 6.1. Strengths

### Instructions
Provide a list or description of the program's strengths. Context should be provided only as needed for clarity.

## 6.2. Weaknesses

### Instructions
Consider and explain areas that need improvement to strengthen the program. Context should be provided as needed for clarity.

# 7. Long Term Plan

The purpose of this section is to plan for the future of the program.

## 7.1. Long Term Plan

### Instructions

Based on your program outcomes analysis, program data analysis, strengths and weaknesses and other substantive changes you've identified, briefly describe where the program is heading over the next six years. Provide justification as needed.