


# Instructional Units Comprehensive Program Review - Art Department

**Program Review**  
 This cycle is used by Instructional Units to report Comprehensive Program Review.

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**Cycle Announcement**  
 Cycle Announcement is not defined

**INSTRUCTIONAL UNITS COMPREHENSIVE PROGRAM REVIEW** No versions created yet for this region

Not Reviewed

In this template, Instructional Units will report on course scheduling/sequencing/modality, curriculum analysis, learning assessment, enrollment trends, program relevance, retention, success, outcomes, marketing/communication/outreach, impact of equity on outcomes, professional development, and program goals.

Not Reviewed [Review](#)

No versions created yet for this section 0

**1. Course Scheduling, Sequencing & Modality (Pillar One: Clarify the Pathway)** No versions created yet for this section 0

**Instructions**

To clarify the pathway, means to create clear curricular pathways to employment and further education for our students. Students' choices can be simplified with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region. Additionally, establishing transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, will optimize applicability of community college credits to university majors.

**COURSE SCHEDULING, SEQUENCING & MODALITY**

In this section, the user is asked to report on course scheduling, course sequencing and/or course modality for your program/unit that show students a clear pathway to completion (transfer or employment in field of study). Please include any recent updates or revisions that have supported clarifying your program's pathway, and any information as to how your program has worked towards providing a clear pathway. You do not have to report on all three (3) areas listed above, but the user is required to report on at least one.

*\*Please click (insert link) here to view some guiding questions to consider when developing your response.*

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### 2. Curriculum Analysis (Pillar Two: Enter the Pathway)

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**Instructions**

To assist students in selecting and entering their pathway, we can redesign traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses. Additionally, by providing accelerated remediation to underprepared students, we can support their success in college-level courses as soon as possible.

**CURRICULUM ANALYSIS**

**For this section, the user is asked to analyze their program/unit curriculum and describe any recent or upcoming changes in course offerings, degrees, certificates and/or content based on the analysis. Please include rationale for any changes, and how these changes enhance your program. Modifications to curriculum through analysis (i.e. increasing course offerings, adding new degrees or certificates, changing content to include support for academically unprepared students) support our students in entering the pathway they select.**

**\*Please click (insert link) here for guiding questions that will support you in your response.**

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### 3. Program Enrollment Trends (Pillar Three: Stay on the Pathway)

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**Instructions**

Stay on the pathway means to support students through a strong advising process, embed and continue the pathway experience which is supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path. Furthermore, ensure students develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track. By embedding academic and non-academic supports throughout students' programs, we can better promote student learning and persistence.

**PROGRAM ENROLLMENT TRENDS**

**For this section, the user reviews the data provided on the program's enrollment trends (FTES, FTEF, and Productivity Ratio) and then responds to/evaluates the trends. The response should include strategies to improve/sustain enrollment, if your program offers courses at both campuses be sure to evaluate each campus' effectiveness and provide strategies to improve/sustain enrollment. Note: The user will need to review the data to write the reflection.**

**\*Please click (insert link) here for guiding questions that will support you in your response.**

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## 4. Learning Assessment (Pillar Four: Ensure Learning)

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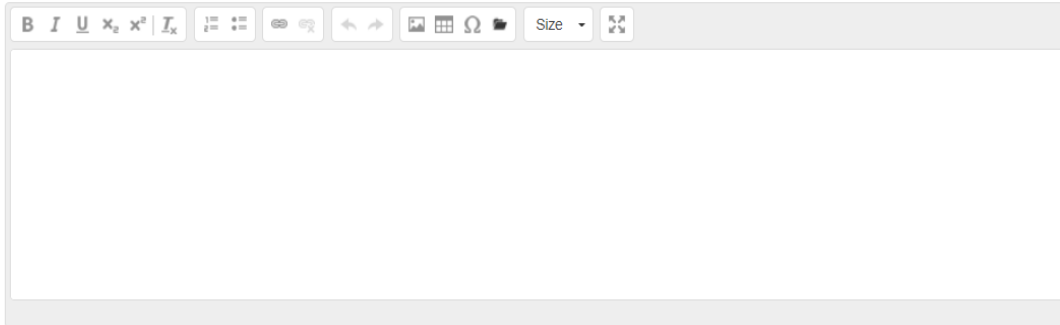
### Instructions

To ensure that learning is happening with intentional outcomes, programs/units should establish program-level learning outcomes and align them with the requirements for success in employment and further education in a given field; and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs. The course and program learning outcomes assessments help to ensure the incorporation of effective teaching practices throughout the pathways.

### LEARNING ASSESSMENT - CSLO

For this item, the user is asked to review the results of CSLO assessments in their program/unit and describe how students are provided opportunities to practice the key knowledge, skills, behaviors reflected in the CSLOs. Please include any opportunities students have to apply and deepen knowledge and skills through active learning activities that are intentionally embedded into coursework.

*\*Please click (insert link here) for guiding questions that will assist you in your response.*

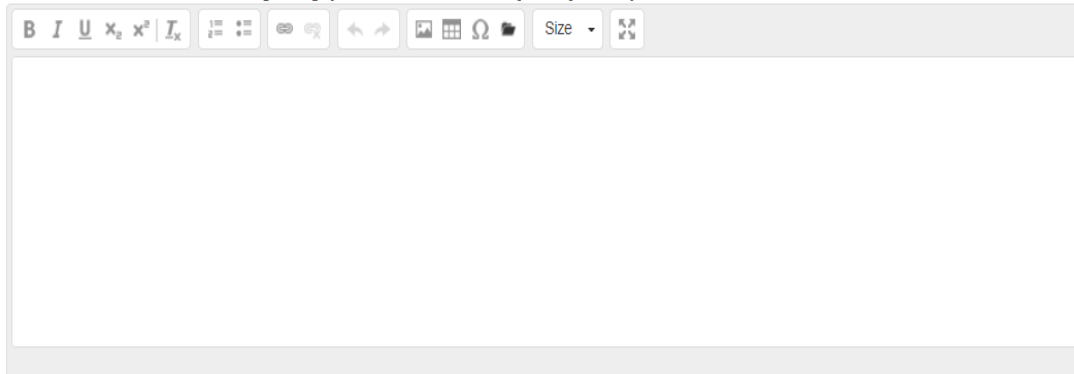


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### LEARNING ASSESSMENT - PSLO

For this item, the user is asked to review PSLOs to ensure they are aligned with the requirements for success in the further education and employment outcomes targeted by the program/unit. Please describe whether students are mastering learning outcomes and building skills across your program, and how results of learning outcomes are used to improve teaching and learning through program review, professional development and other intentional campus efforts. Include any updates or revisions to PSLOs that may improve or enhance student learning and program effectiveness.

*\*Please click (insert link here) for guiding questions that will assist you in your response.*



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## 5. Program Relevance (Pillar Two: Enter the Pathway)

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### Instructions

To enter the pathway means to help students select and enter the program pathway. A redesign of traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses. For example, providing accelerated remediation to assist severely unprepared students succeed in college-level courses as soon as possible.

### PROGRAM RELEVANCE

For this section, the user evaluates the relevance of their program by describing how their program meets local demand for employment in this field of study, and/or how the program's effectiveness is demonstrated (i.e. by the completion, employment of graduates, etc.). Please describe any results from evaluating the program's effectiveness, if no measurement for effectiveness exists describe what is needed for measurement. Note: The user will need to review the data to write the reflection.

*\*Please click (insert link) here for guiding questions to support in your response.*

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## 6. Retention, Success and Outcomes (Pillars Three and Four)

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### Instructions

In this section, the user will report on retention, success, and outcomes for courses and programs. This section directly aligns with Guided Pathways Pillar Three (Stay on the Path) and Pillar Four (Ensure Learning).

### RETENTION, SUCCESS AND OUTCOMES

For this section, the user will respond to the pathway program data provided on retention, success and outcomes including strategies on improvement or sustainment. When considering the data, respond to/evaluate: course success trends, degree/certificate awards, transfers, examination of disaggregated data (i.e. race, income, age, gender) to determine equity gaps. Note: The user will need to review the data to write the reflection.

*\*Please click (insert link) here for guiding questions to support you in your response.*

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## 7. Marketing, Communication, Outreach (Pillars One, Two, Three)

### Instructions

In this section the user will provide information on strategies, efforts and/or activities for marketing, communication and outreach to students for their program. This section aligns with Guided Pathways Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway), and Pillar Three (Stay on the Pathway).

### MARKETING/COMMUNICATION/OUTREACH

For this section, the user will describe marketing strategies, student communication efforts, and outreach activities that help improve/sustain course and program enrollments, success, and completion. Include collaborations with student services (i.e. Outreach, Financial Aid, EOP&S, DSP&S, etc.) and/or administrative units (i.e. Marketing, Office of Equity & Inclusion, etc.).

Note: The user will need to review the data to write the reflection.

\*Please click (insert link) here for guiding questions to assist you in your response.

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## 8. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four)

### Instructions

In this section the user will consider the impact of equity practice on outcomes in any of the four (4) Guided Pathways Pillars - Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway), Pillar Three (Stay on the Pathway), and Pillar Four (Ensure Learning).

### IMPACT OF EQUITY PRACTICE IN OUTCOMES

In this section the user will consider the impact of equity practice in outcomes for any of the four (4) Guided Pathways pillars. Note, the user does not need to address every pillar, but most select at least one pillar to respond to.

\*Please click (insert link) here for guiding questions to assist you in your response.

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## 9. Professional Development (Pillars One, Two, Three, Four)

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### Instructions

In this section the user will describe the outcomes from any recently attended professional development activities, any planned professional development, and/or any needed professional development opportunities. This section aligns with all four (4) Guided Pathways Pillars: Pillar One (Clarify the Pathway), Pillar Two (Enter the Pathway), Pillar Three (Stay on the Pathway), Pillar Four (Ensure Learning).

### PROFESSIONAL DEVELOPMENT

In this section, the user will describe any revisions or updates to their program (i.e. curriculum, pedagogy, marketing, outreach, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs.

*\*Please click (insert link) here for guiding questions to assist you in your response.*

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## 10. Other (i.e. policy, procedure, practice)

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### Instructions

In this section, the user can describe any practices, technologies, policies, procedures, practices and/or information that should be reported and indicated as part of planning for the next five years. This section can relate to any or all of the four (4) Guided Pathways Pillars.

### OTHER (IF ANY)

In this section, the user can describe and/or provide any information that should be reported and included as part of this comprehensive program review, including anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and any technologies implemented that enhance the effectiveness and efficiency of program completion.

*\*Please click (insert link) here for guiding questions to assist you in your response.*

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## 11. Five-Year Program Goals

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### Instructions

In this section, the user will report on the completion of program goals from the Program Review Year Three Update and develop SMART goals for their program for the next five (5) years.

### PROGRAM GOALS COMPLETION (FROM YEAR FIVE UPDATE)

If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal was abandoned why, etc.).

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### FIVE-YEAR PROGRAM GOALS

In this section, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend of any goals from the program review year three update period. Include action plans, timeline, responsible parties, and anticipated outcome (i.e. SMART Goals). Please be sure to align each goal with the College's EMP Goals ([insert link here](#)).

*\*Please click ([insert link](#)) here for guiding questions to assist you in your response.*

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## 12. Instructional Units Recommendations

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Instructional Area Only. Based on Program Enrollment Trends and Program Relevance, please write one of the following recommendation in the response textbox:

1. Program meets community/student needs and mission of the college.
2. Program meets the mission of the college but is currently unable to meet community/student demand and should be expanded.
3. Program modifications are needed in order to adequately serve community/student needs and mission of the college and should be referred to the program revitalization processes.
4. Program does not meet community/student needs and mission of the college and should be referred to the program revitalization process.

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