Instructional, Support, and Hybrid Program/Unit Data Review

These programs/units are provided with data that allows them to evaluate their performance against their respective standards. For more information regarding various performance measures that exist for each program/unit category please refer to Appendices B through D.

- **Instructional Programs/Units**: Review program/unit student learning outcomes (PSLO) and/or course student learning outcomes (CSLO) assessment data, accessed through Anthology (Campus Labs). Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality).

- **Support Programs/Units**: Review program/unit service area outcome (SAO) and/or administrative unit outcome (AUO) assessment data, accessed from their respective repositories. Review participation rates and program/unit comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics.

- **Hybrid Programs/Units**: Review program/unit student learning outcomes (SLO) assessment data accessed through Anthology and/or SAO-specific results accessed from their repositories. Review participation rates and program/unit comparisons to college-wide data are provided in dashboards created by RPIE, working with the datasets provided by the respective departments. All data is disaggregated by important student characteristics. Review student achievement (course success and retention and awards completion), enrollment data (enrollments, FTES, efficiency metrics, and faculty counts), and student profile data are provided by dashboards created by RPIE. Student data can be disaggregated by important student characteristics with analyses of disproportionate impact. Enrollment data can also be disaggregated by important section characteristics (e.g., modality),

The data submitted in the program/unit review needs context to be interpreted. The program/unit authors provide comparisons to past trends, college-wide data, and regional/state data as needed for further framing. Special attention should be given to identifying gaps in participation and/or achievement by disproportionately impacted student groups, consistent with the District's commitment to racial justice, equity, diversity, inclusion, and community. Additional data can be provided as appropriate to program/unit outcomes and improvement.

Career and Technical Education Biannual Program Data Review

CTE biannual program reviews conducted in spring will be included in the *Program Data Review* section of all CTE programs' program reviews.

- This will only occur in odd years (e.g. 2021, 2023, etc).
- Office of Research, Planning & Institutional Effectiveness (RPIE) will provide labor market data for use in the biannual and annual program review process (type and form of data to be determined in consultation with the CTE Dean and faculty).
- CTE Deans will submit copies of the final CTE biannual review for program/unit review authors to attach to their *Program Data Review* section. An example form is included in Appendix F.