

. Please indicate which committee you are completing this form for.

- Institutional Planning Committee (IPC; the Great Read)
- Committee on Teaching and Learning (CTL; Professional Development)

. Rubric Instructions:

- Please select between "Present" or "Not Present/Partially Present" to indicate whether the content is present within the Program Review.
- Provide comments in the text box provided.
- Select "ACCJC Exemplary Example" if you feel this submission is an excellent response to the Program Review prompt and should be noted as a model for accreditation purposes.

To help you complete the rubric, you may use the 2023-24 Program Review Form [linked here](#).

. Select the Program you are reviewing:

Instructional Programs

. Student Services

. Academic Support and Learning Communities

. 1. Provide a brief description of the program and how it supports the following: CSM Mission and Values Statements; CSM Statement of Solidarity; CSM's Strategic Priorities; SMCCCD's Strategic Goals; CSM Forward 2028 - Education Master Plan.

Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served.

Present

Not Present/Partially Present

ACCJC Exemplary Example

Alignment of program description with institutional plans and mission	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identified any factors, including federal, state, or local initiatives, that have impacted the program and the students served	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

. Please elaborate on any of your responses above.

Very detailed yet clear and easy-to-understand description of the program. You state that "The accounting program also achieves the core mission of the college by offering the following degrees and certificates..." but I'd like to see you connect these programs specifically to the mission. Which part of the mission does this fulfill? Perhaps quote the mission in your description. No information about federal, state, or local initiatives but I assume that's because there haven't been any new developments since previous program review.

a. 2a) Describe the results of your previous Program Review's action plan and identified equity gaps. Includes: previous goals, results achieved, changes implemented, plans still in progress, any notable or surprising results and outcomes.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of results from previous Program Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvements made to address equity gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Previous goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results achieved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes implemented	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Plans in progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notable results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

. 2b) Explain any curriculum or programmatic changes since last program review to specific courses, or to any discipline as a whole. This includes degree, certificate, or course sequences, program delivery or structure, etc.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Curriculum changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programmatic changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delivery mode changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching methodology changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. 2c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO: What did the assessment focus on? Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services? Why was it prioritized (e.g., equity issue, key

disciplinary issue, etc.)?

- Assessment results: What was the activity or intervention? What were the outcomes?
- Program improvements implemented: What did you learn from it?
- What changed?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Summary of SLO assessment focus and prioritization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment results	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program improvements implemented	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Changes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. Please elaborate on any of your responses above.

I'm confused by your use of quotation marks around "recently" in your first goal. To me, this implies that it wasn't truly recent. When you say you "intend to add Accounting Data Analytics and Accounting Information Systems." I'd like to see more information about when. When will you write the curriculum, submit it, and hopefully see it offered. Be more specific. You note some changes made to your program in fall of 2017, but this was before the previous program review cycle, so that doesn't really apply a changes made since the last program review. Unfortunately, I don't see any specific SLO assessments or details here. You mention that you have revamped the SLO's, but there are no details about what your program is doing to assess them, and there's no information about what specific changes were made.

. 3a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on interventions implemented, any successes in closing gaps, and ongoing challenges.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Discussion of equity data and actions to close equity gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans to address opportunity gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

. 3b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on interventions implemented, any successes in closing gaps, and ongoing challenges

	Present	Not Present/Partially Present	ACCJC Exemplary Example
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Discussion of student success data by mode of delivery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In-person vs. hybrid vs. online discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Analysis of gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Plans to address opportunity gaps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. 3c) Challenges and Opportunities: Describe any other particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of challenges	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Description of opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other factors that impacted the success of the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. Please elaborate on any of your responses above.

In 3a, you have identified a clear opportunity gap for your program in increasing success rates for Hispanic students and enrollment for Black students. I'm happy to see your plan to meet with Puente and Umoja to explore opportunities to close these gaps! I'd like to see a bit more of your program data in the analysis (i.e. when you say, "Hispanic students actually do better in DE compared to traditional classes in these two classes." show me the numbers). Lastly, I'm a bit confused by your use of the chart in this section. It just seems to copy some of the information from your paragraph and repeat it three times. Keep in mind that the charts are optional, and if you cover everything in paragraph form, you don't need to use the chart. 3b) Your discussion of delivery mode gaps is very minimal; you say "The success and retention rates between traditional and online courses are fairly close together." But you don't actually show me the numbers to prove this. Also, is this consistent across every individual course? Are all your courses offered in both modalities? These are some questions to explore in your next Program Review. 3c) Missing

. 4a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025: Describe learning or area assessment plans for this Program Review cycle, including any activities planned to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO: What will your assessment focus on? Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services? Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan: What is the planned activity or intervention? Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment: What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
SLO/SAO assessment focus and prioritization	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Description of SLO/SAO assessment plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources for SLO/SAO assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. 4b) Program goals: Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include: A brief description of the issue being addressed (equity gap, etc.), What actions you plan to take, what measurable outcomes you hope to achieve, a timeline, who is responsible, and what support you anticipate needing in order to achieve your goals and plans.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Meaningful and ambitious goals for program related to improvement, innovation, and/or equitable student outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Measurable outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Timeline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Person(s) responsible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support needed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Q28. Please elaborate on any of your responses above.

Unfortunately, I don't see any information about SLOs in this section. I would recommend checking out our SLO website or meeting with our SLO faculty coordinator to explore ways you can assess the specific learning outcomes of your courses to make sure they are meeting the needs of you students. Additionally, while I see more general programmatic goals here, which is the second planning piece. They are very general and only demand that you maintain the status quo. If your goal is to continue offering community outreach, I'd like to see an idea for a way you can expand this or identify a specific event you'd like to offer that you've never done before. I also don't necessarily see a direct connection between your goals and the outcomes. If the goal is to "develop new courses," I would think the measurable outcome would be something like "_____ new course offered in Fall 2025" or "Two new courses submitted to Curricunet by Fall 2025." I don't see a direct connection between creating new courses and increasing the number of students transferring.

. 5a) CE Only: Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Description of program's available labor market data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of how the program meets a documented labor market demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

. 5b) CE Only: Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

	Present	Not Present/Partially Present	ACCJC Exemplary Example
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Summary of student outcomes in terms of degrees and certificates



Areas of accomplishments and concern



. 5c) CE Only: Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Date of recent advisory committee meetings and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

. 5d) CE Only: What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

	Present	Not Present/Partially Present	ACCJC Exemplary Example
Strategies discussed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

. Please elaborate on any of your responses above.

This phrase from the section 5c/d leads me to believe that this is copied and pasted from your previous program review since we've been back on campus for a while now: "We anticipate meeting with them live in the spring when we are all back on campus."

. Please use this space to include any additional comments for the Program Review author(s).

I learned a lot about your program reading this program review! While there are areas of opportunity (especially around section 4), I really enjoyed the opportunity to get to know your program.

. List any PD completed (Q2, Q3), along with any observations the author provides about its impact.

This question was not displayed to the respondent.

. List any PD needs identified by the author (Q3, Q4, Q5), and the purpose provided.

This question was not displayed to the respondent.

. Based on the findings and planning (Q3, Q4, Q5), are there possible PD strategies not mentioned by the author?

This question was not displayed to the respondent.