

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW
Abridged Two-Year Report for Programs
Receiving **Perkins Funds (CTE)**

NAME of PROGRAM

2020

Assessment Schedule

In addition to the regular six-year cycle of comprehensive self-studies, Career Technical Education Programs including baccalaureate programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator by the first Monday in March.

The prompts below are excerpted from the six-year program review template.

SECTION 1: PROGRAM OVERVIEW

1.1 Introduction

- Specify what degrees and certificates are offered in the program.
- List the names of full-time and adjunct faculty in the program, along with any staff members and their titles/roles. Note major changes in personnel since the last program review.
- Briefly summarize any large, substantive changes made to the degrees/certificates since the last program review, and what prompted those changes. Note also any organizational changes (for example, if the program is now in a different School/Division than before).
- Describe the membership of the program's advisory board. Describe how the program requirements are influenced by the advisory board, accrediting institutions, and other external organizations. Note how the membership might be expanded to get more helpful, diverse voices in the field.
- Provide advisory board minutes from the past two years. If minutes are unavailable, please describe what meetings have taken place, noting dates if possible, along with attendees' names and professional positions.

[Data provided for Section 1.2:

- Program-specific population data charts, with age, ethnicity, gender for past two years (aggregated), compared with college; as available, additional data on special populations (may include non-traditional, displaced homemaker, economically disadvantaged, limited English proficiency, single parent, students with disabilities, first generation, LGBTQ+, Veteran)]

1.2 Population

- Using the provided data, analyze the population of your program, compared with the college as a whole. Note if certain populations are more represented, or less represented, in courses in your department and/or courses in the degree/certificate. If there's a difference in demographic representation between your program and the college as a whole, note why this may be so.

1.3 Future Outlook

- Attach labor market data, including employment and wage projections for employees in fields related to the program. Comment on any areas that appear especially relevant to the program and its graduates.

Program Goals

[Instructions: Note new or ongoing program-related goals (goals to delete, add, or significantly modify degrees/certificates); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Program Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Im- portant	Short- term	Long- term
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: COURSES

2.1 Course offerings

- Specify which courses in the department and/or degree/certificate have been deleted, added, or significantly modified since the last program review, and what prompted those changes.
- Describe what new course or courses are planned and provide reasons for these new offerings, including how these courses might address issues of equity and student success. Please add any new course plans to the Course Goals table at the end of Section 2.

Course Goals

[Instructions: Note new or ongoing course-related goals (goals to delete, add, or significantly modify courses; goals to offer courses in a different modality or location; goals to change course sequencing or schedule; goals to change course advisories, co-requisites, or pre-requisites); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time

frame, note that "short term" means within an academic year, and "long term" means within five years.]

Course Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Im- portant	Short- term	Long- term
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: ASSESSMENT

3.1 Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs)

Describe any plans to update SLOs or PLOs, or to complete overdue assessments. Be sure to add these plans to the Assessment Goals table at the end of Section 3.

Assessment Goals

[Instructions: Note new or ongoing assessment-related goals (goals to delete, add, or significantly modify SLOs or PLOs; or, goals to catch up on missing/delayed assessments); for each, note actions to be taken, person(s) responsible, priority, and time frame. For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Assessment Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame	
			Urgent	Im- portant	Short- term	Long- term
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4: STUDENT SUCCESS

4.1 Success by Population

[Provided data includes success rates for particular populations compared with college as a whole (e.g., gender, age, ethnicity, disabled, economically disadvantaged, first generation, foster youth, and veteran students)]

- Review the student success rates in the program compared to the college as a whole, focusing on specific populations (gender, age, ethnicity, etc.). Note how the success rates of these specific student populations compare with the success rates of their peers college-wide. Note if certain groups are significantly more or less successful than their peers, and if there have been any clear trends upward or downward since the last program review.

4.2 Degrees/Certificates Awarded (if applicable).

[Provided data includes graduation rates in the program, by degree/certificate and by year, for the past 5 years; may include graduation rate by population)]

- List the number of degrees and certificates awarded over the past two years.

Success Goals

[Instructions: Note new or ongoing success-related goals (goals for tutoring and support); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost. Since success-related goals may involve changes to degrees/certificates, courses, outreach strategies, etc., please add such goals to the relevant sections above.]

For priority, note that "urgent" means that a program cannot properly function without changes made. For time frame, note that "short term" means within an academic year, and "long term" means within five years.]

Success Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im- portant	Short- term	Long- term	N/ A	One- time	On- going	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 5: OUTREACH

5.1 Outreach for Equity

- Describe outreach efforts since the last program review to attract and retain under-represented populations (such as diversified curriculum or guest lecturers).

Outreach Goals

[Instructions: Note new or ongoing outreach-related goals (goals to attract/retain students, expand campus or community outreach, connect with counselors, schools, employers, etc.); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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Outreach Goals	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im- portant	Short- term	Long- term	N/ A	One- time	On- going	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 6: RESOURCES

6.1 Resources Leading to Improvement

- Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, and/or funding have led to an improved experience for students and greater student equity. Address specifically any improvements funded by Perkins money or other sources. Attach any data you might have to show what money was received and how it was used.

Resource Goals

[Instructions: Note new or ongoing resource-related goals (hiring, technology and equipment, facilities, library, or funding); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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Resource Goals (ex: hiring, technology, facilities, etc.)	Actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
			Urgent	Im- portant	Short- term	Long- term	N/ A	One- time	On- going	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the _____ Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated _____.

Faculty Name

Faculty Name

Faculty Name

Faculty Name

APPENDIX: Advisory Board Meeting Minutes