SECTION 1: PROGRAM OVERVIEW (2021)
Instructions
Data for Section 1.3 can be found in the provided file(s). Please click on the blue folder icon (in the upper right corner of this section).

Relevant files may also be uploaded to the blue folder (for example, advisory board minutes for CTE programs).

1.1 Introduction

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.

This question has not been answered yet.

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).
If changes have already led to noticeable improvement, please describe.
This question has not been answered yet.

CTE Programs: 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.
This question has not been answered yet.

CTE Programs: Provide advisory board minutes from the past two years [upload to the blue folder in the upper right corner of Section 1]. If minutes are unavailable, please describe what meetings have taken place, noting dates if possible, along with attendees' names and professional positions.

This question has not been answered yet.

1.2 Future Outlook

Describe conditions (inside the college, or beyond) that may affect the future of the program in the coming years. For example, note what factors may put a strain on the program or give it a boost in the next five years.
This question has not been answered yet.

CTE programs: Review the provided labor market data, including employment and wage projections for employees in fields related to the program [upload any additional data to the blue folder in the upper right hand corner of Section 1].
Comment on any areas that appear especially relevant to the program and its graduates.
This question has not been answered yet.

1.3 Population

Address how the population of students majoring in the program and/or taking classes in the program differ from the college as a whole; note what demographics (age, race, gender, etc.), are more or less represented, if any.

This question has not been answered yet.

In the student survey, students were asked to identify why they were taking Program courses. Please summarize and briefly discuss the results.

This question has not been answered yet.

SECTION 1: PROGRAM OVERVIEW - GOALS (2021)
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 (Important or Urgent)	Time frame (Short term or Long term)
- - - - - - - Program Goals - - - - - - - -	- - - - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)

SECTION 2: Courses in Department (Table)
Instructions
Below is a list of all courses in the department most relevant to the program under review.
Courses listed here are not necessarily included in a program's degree(s)/certificate(s).

Courses in Department	Count
Courses in Department	Count

SECTION 2: COURSES (2021)
2.1 Course Offerings

Specify which courses in the department and/or degree/certificate have been deleted or added since the last program review, and what prompted those changes. If these changes have already led to improvement, please describe.
CTE programs: Note how advisory board input has led to course changes.

This question has not been answered yet.

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.
CTE programs: Note how advisory board input has led to planned course changes.

(Please add any new course plans to the Course Goals table at the end of Section 2.)

This question has not been answered yet.

2.2 Scheduling, Sequencing, and Fill

Describe the student survey feedback related to course scheduling. What barriers to enrollment do students report? In terms of timing, location, and instructional format of course offerings, what changes are suggested by the survey responses?
(Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)

This question has not been answered yet.

For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc).
This question has not been answered yet.

Note if there is a preferred sequence of classes that students should take in the department/degree/certificate, or if there is no preferred sequence, and how students are informed of your preferred sequence (if any).
Describe any work done to support PACE/Guided Pathways and inform counselors.

This question has not been answered yet.

2.3 Prerequisites, Course Advisories, and Placement.

Review and summarize student survey feedback regarding prerequisites. Note how advisories and pre- and co-requisites might be changed to get students better prepared for classes in the program.
(Be sure to add any goals which address these survey responses to the Course Goals table at the end of Section 2.)
This question has not been answered yet.

SECTION 2: COURSES - GOALS (2021)
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 scheduling;** 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 (Important or Urgent)	Time frame (Short term or Long term)
- - - - - - Course Goals - - - - - - - -	- - - - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)

PLOs in Department	Expected Performance	Performance
PLOs in Department	Expected Performance	Performance

SLOs by Course in Department	Expected Performance	Performance
SLOs by Course in Department	Expected Performance	Performance

3.1 Program Learning Outcomes (PLOs)

Summarize the student survey feedback related to PLOs. To what extent do majors understand the PLOs, find the classes effective in preparing them to succeed in the PLOs, and feel they are able to achieve the PLOs?

This question has not been answered yet.

3.2 Student Learning Outcomes (SLOs)

Review the current status of SLOs in your program. Note if all course SLOs are written and up-to-date (at least two per course).
Identify which courses have not been assessed in over two years, and note which of these courses have not been offered in over two years.

This question has not been answered yet.

Describe collaborative efforts among faculty to assess SLOs. For example, note if SLO assessments in online and face-to-face courses have been compared, and what these comparisons indicate. Note if rubrics have been used in different sections of the same course, or across courses, to aid SLO assessment.

This question has not been answered yet.

SECTION 4: Student Success by Gender (Table)

Student Success by Gender
Student Success by Gender

SECTION 4: Student Success by Ethnicity/Race (Table)

Student Success by Race
Student Success by Race

SECTION 4: STUDENT SUCCESS (2021)

Instructions

Data for Section 4.2, if available, can be found in the tables above.
Data for Section 4.3, if available/applicable, is included with the Population data provided for Section 1.3.

Faculty seeking more detailed data about student success are welcome to use the Online Factbook; visit the Research and Planning Interactive Data page and click on the Online Factbook. Data on success in specific courses and by specific student populations (e.g., Black women students) can be generated on the Student Success tab.

4.1 Student Success and Support

Describe the student survey feedback related to success. What barriers did students identify, and what did they find helpful? How did students address the question of equity and emotional safety?

This question has not been answered yet.

4.2 Success by Population

Review the student success rates in the program/department, if available. If possible/applicable, review student success in general education classes (across specific populations) with student success in degree-specific courses.

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.

Provide possible reasons for higher or lower success rates.

This question has not been answered yet.

4.3 Degrees/Certificates Awarded (if applicable)

Review the number of degrees and certificates awarded over the past five years, if available, and address any clear upward or downward trends.

If students are leaving the program before earning the degree/certificate, note whether certain courses are a stumbling block, or if students don't need all the courses in the program to achieve their goals.

If possible, note if certain populations of students are having greater difficulty completing the program.

This question has not been answered yet.

4.4 Preparation for the Future

Describe how students are informed about future options, such as the kinds of schools they might transfer to, the kinds of employment available in their field, and what further degrees might be useful to get into a particular profession.

CTE programs: Note also if any agreement or MOU exists with employers to place graduates.
This question has not been answered yet.

CTE programs: Note if there are any statewide, local or national tests that students should take, after leaving your program, in order to get employed or be more competitive in the job market. Note also if students need additional study or coursework (not provided by the college) before they are ready to take those tests. Explain how students are informed about these requirements.
This question has not been answered yet.

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 SECTION 5: OUTREACH (2021)
Instructions

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).
This question has not been answered yet.

5.2 Outreach on Campus

Describe how the program has connected with the campus community. Include any cross-discipline collaborations, student clubs, or other activities that connect students in the program to the college as a whole.
Note whether there is currently need for more coordination with Counseling.
This question has not been answered yet.

5.3 Outreach to the Community

Describe how the program has connected with the larger community. Provide examples of activities, field trips, and community/classroom partnerships since the last program review. Note who has been brought into the classroom, and where students have been brought, beyond the classroom.

This question has not been answered yet.

- - - Outreach Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Outreach Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

6.1 Human Resources

Describe the current staffing levels in the program, and whether they are currently adequate to meet students' needs. If the program has been functioning for a while without needed faculty/staff, note how long has this position been needed, and how this gap has affected the program's health.

This question has not been answered yet.

Note what gaps will need filling within the next year, and within the next five years, and why new or replacement faculty/staff will be needed.

This question has not been answered yet.

6.2 Technology

If the program has been functioning for a while without needed technology (IT, software, hardware), note how long the technology/equipment has been needed, and how this gap has affected the program's health.

This question has not been answered yet.

Note what new or special technology will be needed in the next year, and the next five years, and why it will be needed.

This question has not been answered yet.

Describe survey feedback describing students' experiences with technology in the classroom.

This question has not been answered yet.

6.3 Facilities & Equipment

Note what classrooms, buildings, and other facilities the program currently uses/occupies. Describe how the existing facilities/equipment serve the program's needs, and in what ways the existing facilities are inadequate to meet students' needs.
If the program has been functioning for a while with inadequate facilities/equipment, note how this has affected the program's health.

This question has not been answered yet.

Note what new facilities/equipment will be needed in the coming years.

This question has not been answered yet.

Describe survey feedback describing students' experiences with the Program's facilities/equipment.

This question has not been answered yet.

6.4 Library and Student Support Resources

Note how the program uses tutors and other specific support for student learning.
Include any plan to change or expand student support in the goals list below.

This question has not been answered yet.

Review the college's discipline-specific library resources with a librarian. Summarize the current status of the library resources and plans to supplement the collection.

Upload the librarian's collection evaluation form to the blue folder in the upper right hand corner of Section 6.

This question has not been answered yet.

6.5 Other Resources

Note the program's routine or special costs not addressed above, such as regularly contracted services.
Note whether any of the funds for these goods/services come from a special source; if so, note

if the funding will run out or will continue for the foreseeable future, and potential impact on the program.
This question has not been answered yet.

6.6 Resources Leading to Improvement

Using specific examples, describe how changes to staffing, faculty, technology, equipment, facilities, library collection, student support, and/or funding have led to an improved experience for students and greater student equity.

CTE programs: Address specifically any improvements funded by Perkins money or other sources.
This question has not been answered yet.

SECTION 6: RESOURCES - HIRING GOALS (2021)
Instructions
Note new or ongoing goals related to **hiring**; for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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.

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

SECTION 6: RESOURCES - TECHNOLOGY GOALS (2021)
Instructions
Note new or ongoing goals related to **technology** (IT, software, and hardware); for each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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.

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

SECTION 6: RESOURCES - FACILITIES and EQUIPMENT GOALS (2021)

Instructions
Note new or ongoing goals related to **facilities:** buildings, rooms, and fixtures (including lighting, plumbing, etc.), as well as desks, tables, and chairs.
For each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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.

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

SECTION 6: RESOURCES - STUDENT SUPPORT GOALS (2021)

Instructions
Note new or ongoing goals related to **library and student support,** such as Program-specific tutoring, library resources, etc.

For each, note actions to be taken, person(s) responsible, priority, time frame, funding type, and anticipated cost.

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.

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
- - - Resource Goals - - - - - - - -	- - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost

SECTION 7: CONCLUSION (2021)

7.1 Need for Improvement and Support

Summarize the program's top two or three areas most in need of improvement and support.

This question has not been answered yet.

7.2 Improvement, Success, and Strength

Summarize the program's top two or three areas of improvement, success, and strength.

This question has not been answered yet.

7.3 Signature Page

The following faculty in the program (or in a related program) have read this self-study report and have had the opportunity to provide feedback:

This question has not been answered yet.

FEEDBACK

Program Review Self-Study Report Rubric and Committee Feedback

Instructions

Attributes > Levels of Implementation	Program Overview	Curriculum	Assessment	Student Success	Campus and Community Outreach	Resources

Undeveloped	No analysis of current population or future outlook of Program; CTE: Advisory Board input missing	Curricular offerings are outdated, inadequate to meet needs; path to resolve problems unclear	PLOs, SLOs not established	Data has not been gathered about student success	Program is not well linked to the campus or community; plans for outreach unclear	Inadequate resources to meet programmatic needs; planning to meet needs uncertain
Awareness	Some analysis of population and future outlook; CTE: some Advisory Board meetings	Curricular offerings outdated, inadequate; path to resolve problems identified	PLOs and SLOs are established but require revision; some assessments missing, overdue	Data about student success exists but has not been sufficiently analyzed to determine what students need	Program somewhat linked to campus, community; some plans for further outreach	Programmatic needs are identified, but are insufficiently met; plans being developed to bridge gaps
Development	Analysis of population and future outlook, with some planning for Program's future; CTE: some Advisory Board meetings with some input utilized	Program curriculum has been analyzed for effectiveness, and steps are currently being taken to resolve problems and strengthen offerings	Most PLOs and SLOs have been assessed; some revisions/updates needed.	Data is analyzed to determine trends in student success, leading to some recommendations to address those trends	Program is linked to campus and community, with planned outreach for the future to better meet student needs	Programmatic needs are somewhat met by resources; plans being developed to bridge gaps
Proficiency	Analysis of population and future outlook, with specific plans for Program's	Curriculum is satisfactory and current for programmatic needs.	All PLOs and SLOs have been assessed, are up-to-date; plans in place for	Data used to make changes in programs to improve student success;	Program actively supports co-curricular and community partnerships. Regularly-scheduled activities foster	Resources are mostly sufficient for current programmatic needs; plans in

	future; CTE: twice yearly Advisory Board meetings with input utilized	Faculty analyze the efficiency of offerings, adjust as necessary	revisions as necessary; some collaboration on SLOs among faculty	planned actions lead to documented results	community ties and address needs.	place to bridge gaps and address future needs
Sustainable Continuous Quality Improvement	Analysis of Program and population is routine, integrated in planning with a clear vision for the future; CTE: Feedback from advisory meetings is an integral part of planning.	Curriculum is routinely analyzed to assess content, rigor, prerequisites, sequencing, and efficiency in scheduling; CTE: Advisory board input and state mandates guide curriculum	Data from SLOS and PLOs are regularly analyzed by all faculty, with collaboration on assessment tools and plans in place to bridge gaps	Success rates for students in the program are regularly analyzed and action is taken to equalize student success; CTE: adequacy of workforce preparation routinely assessed	Co-curricular activities are an integral part of the program. The program maintains links to the community and adjusts activities and efforts based on student and community needs	Resources are sufficient for current programmatic needs, with clear planning to address future needs

Program Overview
This question has not been answered yet.

Curriculum
This question has not been answered yet.

Assessment
This question has not been answered yet.

Student Success
This question has not been answered yet.

Campus and Community Outreach
This question has not been answered yet.

Resources
This question has not been answered yet.

FACULTY RESPONSE to COMMITTEE Feedback (Optional)
Instructions

Faculty are welcome to make changes to the Self-Study Report and/or write comments in response to the Committee's feedback. No response is required, unless factual errors are identified.

This portion will not be published in the final report.

Faculty members responding

This question has not been answered yet.

Faculty response

This question has not been answered yet.

DEAN FEEDBACK

Instructions

The dean is an important partner in Program improvement, from scheduling to marketing. As Program Review provides a direct line of communication with administrative leadership, the Academic Program Review Committee encourages faculty to consider the Dean's feedback and work collaboratively to strengthen the program.

Please note that faculty members are welcome but not required to make changes to the report, based on Dean feedback, unless there are factual errors.

Faculty are welcome to make changes to the Self-Study Report and/or write comments in response to the Dean's feedback. No response is required, unless factual errors are identified.

This portion will not be published in the final report.

Dean providing feedback

This question has not been answered yet.

Feedback on Current Self-Study Report

This question has not been answered yet.

Program Strengths

This question has not been answered yet.

Program Challenges

This question has not been answered yet.

Suggestions for Future Program Improvements

These suggestions are feedback for the future direction of the Program looking forward to the next Program Review cycle.

This question has not been answered yet.

FACULTY RESPONSE to DEAN Feedback (Optional)

Instructions

Faculty are welcome to make changes to the Self-Study Report and/or write comments in response to the Dean's feedback. No response is required, unless factual errors are identified.

This portion will not be published in the final report.

Faculty members responding

This question has not been answered yet.

Faculty response

This question has not been answered yet.

Comments on Self-Study Report

Thoroughness of Document
This question has not been answered yet.

Summary of Dean and Academic Program Review Feedback

This question has not been answered yet.

Remaining Issues
This question has not been answered yet.

Comments on the Program

Program Strengths
This question has not been answered yet.

Program Areas in Need of Support
This question has not been answered yet.

Overall Comments
This question has not been answered yet.

Faculty members responding
This question has not been answered yet.

Faculty response
This question has not been answered yet.