SECTION 1: PROGRAM OVERVIEW (2021), Programs in Department

Programs in Department
Demographic data

Labor Market data [CTE programs only]

Labor Market **Unsaved**   ⏱ No versions created yet for this section ▾   ⚑ 0   👤

Instructions
Generates a report of the current Labor Market data Program with a TOP Code associated.

SECTION 1: PROGRAM OVERVIEW (2021), Introduction

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.

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.

CTE Programs: 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 [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.

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.

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.

1.3 Population
[include population data]
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.

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

SECTION 1: PROGRAM OVERVIEW - GOALS (2021)

- - - - - - - 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) (2021)

Courses in Department

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.

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.

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.

For courses with low enrollment numbers, note possible causes (such as the type of class, scheduling, etc).

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.

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.

SECTION 2: COURSES - GOALS (2020)

- - - - - - - Course Goals - - - - - - - -	- - - - - Actions to be taken - - - - - -	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)
text	text	text	text	text

Section 3: Assessment of PLOs (Table)

PLOs in Department	Expected Performance	Performance

Section 3: Assessment of SLOs (Table)

SLOs by Course in Department	Expected Performance	Performance

SECTION 3: ASSESSMENT (2021)

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?

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.

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.

SECTION 4: STUDENT SUCCESS (2021) data by gender

Student Success by Gender

SECTION 4: STUDENT SUCCESS (2021) data by race

Student Success by Race

SECTION 4: STUDENT SUCCESS (2021)

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?

4.2 Success by Population

Review the student success rates in the program/department, if available. If possible, 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.

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.

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 if any agreement or MOU exists with employers to place graduates.

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.

SECTION 5: OUTREACH (2021)

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).

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.

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.
Collaborators:

- (Any Role)

SECTION 5: OUTREACH - GOALS (2020)

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

SECTION 6: RESOURCES (2021)

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.

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.

6.2 Technology & Equipment

If the program has been functioning for a while without needed technology/equipment, note how long the technology/equipment has been needed, and how this gap has affected the program's health. Note what new or special technology/equipment will be needed in the next year, and the next five years, and why it will be needed.

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

6.3 Facilities

Note what classrooms, buildings, and other facilities the program currently uses/occupies. Describe how the existing facilities 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, note how this has affected the program's health.

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

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

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.

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.

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.

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.

SECTION 6: RESOURCES - GOALS (2021)

- - - Resource Goals - - - - - - - - text	- - - Actions to be taken - - - - - - text	Person(s) responsible text	Priority (Important or Urgent) text	Time frame (Short term or Long term) text	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.

7.2 Improvement, Success, and Strength

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

Feedback

DEAN FEEDBACK

Dean providing feedback

Feedback on Current Self-Study Report

Program Strengths

Program Challenges

Suggestions for Future Program Improvements

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

FACULTY RESPONSE to DEAN Feedback (Optional)

Faculty members responding

Faculty response

Program Review Self-Study Report Rubric

Program Overview and Mission

Curriculum

Assessment

Student Success

Campus and Community Outreach

Resources

FACULTY RESPONSE to COMMITTEE Feedback (Optional)

Faculty members responding

Faculty response

VPAA FEEDBACK

Comments on Self-Study Report

Thoroughness of Document

Summary of Dean and Academic Program Review Feedback

Remaining Issues

Comments on the Program

Program Strengths

Program Areas in Need of Support

Overall Comments

FACULTY RESPONSE to VPAA Feedback (Optional)

Faculty members responding

Faculty resp