

Mock-Up for Program Review Module in CurricUNET Meta

Working Draft

PROGRAM REVIEW Name of Program(s), YEAR

Status: Draft

Remaining Launch Requirements: 1

Launch

Delete Draft

Main page

- Program Review
- Program Overview & Mission
- Assessment
- Curriculum
- Campus & Community Integration
- Student Equity & Success
- Resources
- Goals & Planning
- Attach Files

Program Review

Last updated by Amy Obegi on 2/17/2018 at 5:49 PM

Other options would be Abridged/2-Year Review and Yearly Update

Program Review Type [Full/6-Year Review]

Program Report Title (type in name of Program)

[Name of program]

Current year

2017

School

Liberal Arts

Originator:

[Name of faculty]

Lead author:

[Name of faculty]

Lead author status:

Full Time

Co-Contributor(s)

[Names of faculty or none]

Full-time faculty: Include the names of all current full-time faculty in the Program(s)

Part-time faculty: Include the names of all current part-time faculty in the Program(s)

Staff/other employees: Include the names of all current staff and other employee types in the Program(s)

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Program Review

Program Overview & Mission

1.1 Program Description
1.2 Program Overview
1.3 Mission

1.4 History
1.5 Future

1.6 Enrollment
1.7 Majors

1.8 Population

1.9 Program Goals

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1. Program Overview & Mission

1.1 Program Description (current): Choose the name of the program, or select course(s) if there is no degree/certificate.

[select which program]

[select courses]

- (ACCT) ACCT
- (ACR) ACR
- (AERO) AERO
- (AG) AG
- (AGBS) AGBS
- (AMST) AMST
- (ANTH) ANTH

Course ID (All) Stud

- (All)
- ART 001
- ART 002
- ART 003A
- ART 004
- ART 005
- ART 006
- ART 007
- ART 008
- ART 010
- ART 011
- ART 012
- ART 014
- ART 016
- ART 017
- ART 018
- ART 020

This needs to auto-populate from program description (active)

This button should open up department and then course-level options →

Description *

This program provides the academic and practical experience to prepare students for a career, or further education at a four-year institution, in art history and related fields, such as museum studies, art education and administration.

The Associate in Arts in Art History for Transfer provides the academic and practical experience to transfer into the CSU system to complete a baccalaureate degree in Art History. Students wishing to transfer to a University of California system for an Art History B.A. should take all the art history courses in the program (Art 001, 002, 003A, 003B, 011 and 012).

Related/additional Program Description (current) Choose an additional program only if the coursework is the same (for example, associates and certificate)

[select which program]

Description *

This program provides the academic and practical experience to prepare students for a career, or further education at a four-year institution, in art history and related fields, such as museum studies, art education and administration.

The Associate in Arts in Art History for Transfer provides the academic and practical experience to transfer into the CSU system to complete a baccalaureate degree in Art History. Students wishing to transfer to a University of California system for an Art History B.A. should take all the art history courses in the program (Art 001, 002, 003A, 003B, 011 and 012).

Program Overview

We need sub-pages under the main tabs for easy navigation, and also to ensure goals pages can be updated apart from the rest of the report

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1. Program Overview & Mission

1.2 Program Overview. How does this degree/these degrees fit with others in the department/School?

The **Marketing Program** at Solano College provides a core of business skills along with specific training in marketing and management for employment in sales, customer service, advertising, promotion and other marketing functions and activities.

Students complete course work that emphasizes advertising, marketing segmentation and strategies, branding and product services development, sales, management evaluation, marketing communication, pricing, promotions, distribution, market research, e-marketing, analyzing marketing data, consumer behavior, social media marketing, and global marketing. The Marketing Program offers a Certificate of Achievement/Associate Degree.

1.3 Relationship of Program Mission to College Mission: Describe two or three components of your program that embody the college's mission:

"Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities."

Each blank field should have pre-set limits (1500 characters with countdown); all fields except CTE and those with N/A options are required and should trigger an error message if left blank

Program Overview

Program Overview

1.4 Program History: Give a brief history of the program and discuss any recent changes to the program or degrees. State whether any new degrees or certificates have been created since the previous program review, and the rationale for doing so.

CTE programs: Describe how program planning has been influenced by advisory board/licensing feedback. Note how often advisory board meetings are held, provide membership information, and address what specific actions have been taken. Attach minutes from the past two years.

Attachments

[select file(s)]

[View File](#)



1.5 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years.

CTE programs: Utilizing wage and employment data from the State of CA Employment Development Department, identify and discuss trends in relevant occupations. Identify and explain areas where the information might appear misleading or incomplete. Please upload relevant files and complete the narrative in the box provided.

Attachments

Wages_Name of Program.jpg

[View File](#)



Projections_Name of Program.jpg

[View File](#)



[select file(s)]

[View File](#)




Faculty should be provided a folder filled with charts in .jpg form, identified by file name, so they can attach the relevant data. When report is published, these images must be printed out. "View File" should open .jpg in new window, or (ideally) should display image on same page, so it can appear embedded in the report.



**1.6 Enrollment:
Number of Sections offered**

Utilizing data from Institutional Research and Planning, analyze enrollment data. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends. Please upload relevant files and complete the narrative in the box provided.

Attachments

Number of Sections_Name of Program.jpg [View File](#) 

Headcounts

Attachments

Headcounts_Name of Program.jpg [View File](#) 

FTEs

Attachments

FTEs_Name of Program.jpg [View File](#) 

Baccalaureate enrollment analysis:

For baccalaureate programs, include any upper division general education courses as part of enrollment analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges. Please upload relevant files and complete the narrative in the box provided.


Attachments

[choose files] [View File](#) 

Program Overview

1.7 Declared Majors. Analyze data regarding headcount, by major, in Program courses. Discuss any trends in declared majors, noting possible causes. Please upload relevant files and complete the narrative in the box provided.

Attachments

Declared Majors_Name of Program.jpg [View File](#) 

1.8 Population Served. Utilizing data from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups. Please upload relevant files and complete the narrative in the boxes provided.

Gender

Attachments

Gender_Name of Program.jpg [View File](#) 

Age

Attachments

Age_Name of Program.jpg [View File](#) 

Attachments

Ethnicity_Name of Program.jpg [View File](#) 

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2. Assessment

2.1 Program Learning Outcomes (PLOs) Select program to populate current PLOs and mapping information below, or click N/A.

[select program]

N/A

PLO 1:

Mapped SLOs

PLO 2:

Mapped SLOs

PLO 3:

Mapped SLOs

PLO 4:

Mapped SLOs

PLO 5:

Mapped SLOs

PLO 6:

Mapped SLOs

PLO 7:

Mapped SLOs

N/A autogenerated prompt and check-able selection field:

Please explain N/A selection (check one):

No degree/certificate for course(s)

PLOs are not recorded for this program

Assessment

Autogenerated the PLOs and which course SLOs are mapped

It would be great if faculty don't have to select name of program multiple times— whatever was selected in 1.1 should trigger auto-populated data in 2.3 here

Assessment

Autogenerates PLO reports from most recent "closing the loop" field in Assessment module

2.2 PLO status. Note whether the listed PLOs and course mapping are up to date. Discuss any recent changes, planned changes, or changes currently underway. If PLOs were changed since the last PLO assessment, summarize the findings from that assessment, and explain what prompted the PLO change(s).

2.3 PLO assessments. Select the name of program to generate the most recent PLOs assessment summaries.

N/A

[Select name of program]

PLO 1

Auto-generates most recent PLOs assessment summary

PLO 2:

Auto-generates most recent PLOs assessment summary

PLO 3:

Auto-generates most recent PLOs assessment summary

PLO 4:

Auto-generates most recent PLOs assessment summary

PLO 5:

Auto-generates most recent PLOs assessment summary

2.4 PLOs Leading to Improvements. Review the "Closing the Loop" reports from the most recent PLO assessments have led to program improvements.

PLO 1:

Report generated by selection in 2.3

PLO 2

Report generated by selection in 2.3

PLO 3:

Report generated by selection in 2.3

PLO 4:

Report generated by selection in 2.3

PLO 5:

Report generated by selection in 2.3

PLO 6:

Report generated by selection in 2.3

PLO 7:

Report generated by selection in 2.3

N/A

N/A autogenerates prompt and check-able selection field:
Please explain N/A selection (check one):
No degree/certificate for course(s)
PLOs not yet assessed in CurricUNET for this program

2.5 Student Survey and Assessment. Describe 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?

N/A

N/A autogenerates prompt and check-able selection field:
Please explain N/A selection (check all that apply):
No PLOs for this program/course cluster
No survey administered
No students answered PLO questions on the survey

Again, would be better if faculty don't have to select name of program multiple times—whatever was selected in 1.1 should trigger auto-populated data in 2.6 here

2.6 SLOs status. Select program or select cluster of courses, and note number of SLOs assessed in each course in the past 6 years. Address any deficiencies (courses not assessed at least twice in a program review cycle), noting plans to assess these SLOs in the future, or plans to delete inactive courses.

[select program]

[select courses]

Summary report of SLO assessments for all courses in the program/cluster:

Autogenerate percentage / number of SLOs assessed, or autogenerate a summary report?

- (ACCT) ACCT
- (ACR) ACR
- (AERO) AERO
- (AG) AG
- (AGBS) AGBS
- (AMST) AMST
- (ANTH) ANTH

Course ID

(All) Stud

- (All)
- ART 001
- ART 002
- ART 003A
- ART 004
- ART 005
- ART 006
- ART 007
- ART 008
- ART 010
- ART 011
- ART 012
- ART 014
- ART 016
- ART 017
- ART 018
- ART 020
- ART 021
- ART 022
- ART 023
- ART 024

2.7 SLO assessment consistency and collaboration.

Describe collaborative efforts to ensure consistent and effective SLO assessment among faculty. Attach a sample of common rubrics used for assessment by multiple faculty members.

Attachments

Rubric ART 001 SLO 1.docx

[View File](#)



Rubric ART 001 SLO 1.docx

[View File](#)



2.8 SLO Assessments Summary and Analysis. Review the summary report for SLO assessments in the program/course cluster, and note recurring concerns and trends.

Summary report of “In the classroom” action boxes clicked in SLO assessments for all courses in the program/cluster:

[Redacted area]

Generate SLO report of “in the classroom” action boxes checked (tally--how many of each?); should include comments

Assessment

[Redacted area]

Generate SLO report of closing the loop

2.9 SLOs Leading to Improvements. Review the “closing the loop” reports from the most recent SLO assessments, and summarize how SLO assessments have led to program improvements.

[Redacted area]

2.10 GELOs and ILOs. Review the summary report of general education learning outcome (GELO) and institutional learning outcome (ILO links), and verify that the selected learning outcomes can be effectively measured in each course. Note any changes planned to GELO and/or ILO links, and discuss ways the program integrates these outcomes into instruction.

Summary report of classes linked to GELOs:

[Redacted area]

Generate list of classes and clicked GELOs

Summary report of classes linked to ILOs:

[Redacted area]

Generate list of classes and clicked ILOs

[Redacted area]

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3. Curriculum

3.1 Course Descriptions. Select program to populate course block definitions, or select courses from drop-down list.

[select program]

[select course(s)]

Better to generate simple list than Course Block Definitions, but may not be possible

- (ACCT) ACCT Course ID
- (ACR) ACR
- (AERO) AERO
- (AG) AG
- (AGBS) AGBS
- (AMST) AMST
- (ANTH) ANTH

Course Block Definitions

Required Courses

Program Courses

Include Course in SLO Map

Subject: ART - ART
Course: ART 001 - Art History 3.000 *Active*
Condition:

Include Course in SLO Map

Subject: ART - ART
Course: ART 002 - Art History 3.000 *Active*
Condition:

Subject: ART - ART
Course: ART 014 - Introduction to Drawing 3.000 - 3.500 *Historical*
Condition:
Units Low: 3.00
Units High: 3.00

Non-Course Requirements: Select 3 units from List A
Condition:
Units Low: 3.00
Units High: 3.00

Should be able to click on course name to get current catalogue description

- (All) Stud
- (All)
 - ART 001
 - ART 002
 - ART 003A
 - ART 004
 - ART 005
 - ART 006
 - ART 007
 - ART 008
 - ART 010
 - ART 011
 - ART 012
 - ART 014
 - ART 016
 - ART 017
 - ART 018
 - ART 020
 - ART 021
 - ART 022
 - ART 023
 - ART 024

Curriculum

Curriculum

Non-Course Requirements: Select 3 units from List B Condition: Units Low: 3.00 Units High: 3.00
Non-Course Requirements: Select 3 units from List C Condition: Units Low: 3.00 Units High: 3.00

List A , Non-Western Art History (3 units required)

Override Default Unit Calculations

Unit Min: 0.00

Unit Max: 0.00

Program Courses
Include Course in SLO Map Subject: ART - ART Course: ART 003A - Arts of Asia 3.000 *Active* Condition: or
Include Course in SLO Map Subject: ART - ART Course: ART 003B - Arts of Africa, Oceania, and the Americas 3.000 *Active* Condition:

List B, Studio Art (3 units required)

Override Default Unit Calculations

Unit Min: 0.00

Unit Max: 0.00

Program Courses
Subject: ART - ART Course: ART 004 - Life Drawing 3.000 - 3.500 *Historical* Condition: Units Low: 3.00 Units High: 3.00
Subject: ART - ART Course: ART 006 - Design Principles in 2-Dimensions 3.000 *Historical* Condition:
Subject: ART - ART Course: ART 007 - Design-Color 3.000 *Historical* Condition:
Subject: ART - ART Course: ART 008 - Design Principles in 3-Dimensions 3.000 *Active* Condition:
Subject: ART - ART Course: ART 016 - Beginning Painting 3.000 - 3.500 *Historical* Condition: Units Low: 3.00 Units High: 3.00

3.2 Curriculum analysis. Describe any changes to the course offerings since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. For baccalaureate programs, include any upper division general education courses as part of the report.

3.3 Scheduling , Sequencing, and Time to degree. Review the attached scheduling and sequencing and time-to-degree data from Institutional Research and Planning.

The image shows three separate screenshots of a file attachment interface. Each screenshot has a dark grey header with the word 'Attachments' in white. Below the header is a light grey area containing a file name in a rounded rectangle, a blue 'View File' link, and a red 'X' delete icon. The first screenshot shows 'Scheduling.jpg', the second shows 'Sequencing.jpg', and the third shows 'Time_to_degree.jpg'.

Discuss efforts to optimize access and timely completion through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for students' timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes.

3.4 Student Survey and Scheduling/Sequencing. Describe the student survey feedback related to course offerings. In terms of the timing, location, course offerings, and instructional format, how do your program offerings compare to student responses? What changes in scheduling or sequencing are planned, to address student needs?

N/A

N/A autogenerated selection field:

No survey administered
No students answered Scheduling/
Sequencing questions on the survey

3.5 Fill rates/Class size. Review the attached fill rate data, and discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality, if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

Attachments

Fill rates.jpg [View File](#) 

3.6 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, check which of your courses articulate with the local four year institutions. For ADT (transfer) degrees, verify that courses articulate according to the Transfer Model Curriculum (checking c-id.net and the catalog). Identify any gaps in articulation. (Please note that a “transfer-level course” does not mean the same thing as an articulated course.)

3.7 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools.

3.8 Distance Education (if applicable). Identify the distance education courses offered in your program, and any successes or challenges in offering these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI), if applicable.

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4. Campus & Community Outreach

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole.

4.2. Counseling. Describe how the program connects with Counseling at the college.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, high school outreach, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.).

Campus & Community Outreach

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5. Student Equity & Success

5.1 Student Success and Support. Anecdotally describe how the program works to promote student success for all students.

Include how program faculty support underprepared students in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc. If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses.

5.2. Student Survey and Course Advisories. Review the program's use of prerequisites, co-requisites or advisory courses, and summarize how these courses impact student success. Include a summary of student survey feedback related to pre-/co-requisites, and note what changes to pre-/co-requisites and advisories are planned to address student needs.

5.3. Basic skills and Placement. If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses. If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success.

Student
Equity &
Success

5.4 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole, including success rates in various modalities (face-to-face, online/hybrid), if applicable. Note areas where success rates vary significantly from success rates in the same modality in the college as a whole. Provide possible reasons for these trends and planned actions to equalize student success.

Success by Modality

Success_Name of Program.jpg

Success by modality analysis

In courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all sections?

Success Across Sections

Success by CRN_Name of Program.jpg

Success across sections analysis


Student
Equity &
Success

5.5 Success by Demographic Analysis. Utilizing data from the office of Institutional Research and Planning, analyze success by gender, age, and ethnicity. Provide possible reasons for these trends and planned actions to equalize student success.

Student
Equity &
Success

Gender success

Attachments

Gender success_Name of Program.jpg	View File	
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Gender success analysis

Age success

Attachments

Age Success_Name of Program.jpg	View File	
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Age success analysis

Ethnicity success

Attachments

Ethnicity Success_Name of Program.jpg	View File	
---------------------------------------	---------------------------	---

Ethnicity success analysis

5.6 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes, using data from Institutional Research and Planning.

N/A

Cross-Discipline success

Attachments

Cross-discipline success_Name of Program.jpg [View File](#) 

Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful across disciplines, etc.). Provide planned actions to support student success in cross-discipline courses.

Student
Equity &
Success

5.7 Degrees/Certificates Awarded (if applicable). Using data from Institutional Research and Planning, review the number of degrees and certificates awarded during each year of the program review cycle. Describe the trends observed and any planned actions relevant to the findings.

Degrees/Certificates Awarded

Attachments

Awards_Name of Program.jpg [View File](#) 

Awards analysis

5.8 Transfer (if applicable). Discuss how your program helps students become aware of transfer opportunities. For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs.

Student
Equity &
Success

5.9 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, and attach any applicable placement data.

N/A

CTE placement data

Attachments

[View File](#) ✕

5.10 Student Survey, Equity and Success. Describe the student survey feedback related to success. What barriers did students identify, and what did they find supportive and conducive to learning? Describe any actions planned to support student success, based on survey results.

N/A

N/A autogenerated selection field:
No survey administered
No students answered relevant questions on the survey

This would be the only page in Section 5 that could be modified, if the program is doing “yearly update only”

5.11 Student Equity & Success Goals

Should auto-populate from last cycle

**Goal
(previous cycle)**

**Specific
actions
(previous
cycle)**

**Person(s)
responsible**

**Check if some or all
actions completed**
--Results/ Improvements
field should
autogenerate

**Check if some or all
actions discontinued**
-----Reason for
Discontinued field
should autogenerate

**Check if in
progress**
If clicked, should
auto-populate in
new set of fields

Student
Equity &
Success

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

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6. Resources

6.1 Human Resources. Review Institutional Research and Planning data related to FTEF (full-time/part-time ratio), and describe the adequacy of current staffing levels. Present a rationale for any proposed changes in staffing (FTEF, past or anticipated retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

FTEF (Full Time Equivalent)

Attachments

FTEF_Name of Program.jpg

[View File](#)



Human Resources analysis

6.2 Professional Development. Address past and current professional development work (pedagogical, technical, etc.) and how this work has supported the program. Note areas where further professional development would be helpful, and plans for future professional development.

6.3 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Summarize student survey results that address the adequacy of technology and equipment, and make recommendations (if relevant) for resources that would improve quality of education for students.

6.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. Summarize student survey results that address the adequacy of the facilities, and make recommendations (if relevant) for resources that would improve quality of education for students.

Resources

6.5 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources, and attach the completed Library Collection Evaluation Form provided by library faculty after the review.

Library Collection Evaluation Form

Attachments

View File ✕

Provide a brief narrative about the status of library resources and plans to update the collection.

6.6 Budget/Fiscal Profile. Provide a description of program-related spending (not including human resources; consider general fund, categorical funding, Perkins, grants, etc.). What have been the primary budget demands of the program, since the last program review? Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

This is one of five pages in Section 6 that could be modified, if the program is doing “yearly update only”

6.6 Human Resource Goals

Should auto-populate from last cycle

Goal (previous cycle)	Specific actions (previous cycle)	Person(s) responsible	Check if some or all actions completed --Results/ Improvements field should autogenerate	Check if some or all actions discontinued -----Reason for Discontinued field should autogenerate	Check if in progress If clicked, should auto-populate in new set of fields
Resources					

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

This is one of five pages in Section 6 that could be modified, if the program is doing “yearly update only”

6.7 Professional Development Goals

Should auto-populate from last cycle

Goal (previous cycle)	Specific actions (previous cycle)	Person(s) responsible	Check if some or all actions completed --Results/ Improvements field should autogenerate	Check if some or all actions discontinued -----Reason for Discontinued field should autogenerate	Check if in progress If clicked, should auto-populate in new set of fields
Resources					

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

This is one of five pages in Section 6 that could be modified, if the program is doing “yearly update only”

6.8 Technology & Equipment Goals

Should auto-populate from last cycle

**Goal
(previous cycle)**

**Specific
actions
(previous
cycle)**

**Person(s)
responsible**

**Check if some or all
actions completed**
--Results/ Improvements
field should
autogenerate

**Check if some or all
actions discontinued**
-----Reason for
Discontinued field
should autogenerate

**Check if in
progress**
If clicked, should
auto-populate in
new set of fields

Resources

**In-progress
goal**

**New or
modified goal**

**New or
modified
actions to
be taken**

**Person(s)
responsible**

Priority
Select either
urgent (mandated
by law or program
cannot function
until goal is met)
or **important**
(impacts success
of the program)

Time Frame
Select either
short term
(within this
academic year)
or **long term**
(beyond this
year)

**Anticipated cost (enter
approximate dollar value,
rather than a range)**

**Funding (select no funds
required; added ongoing
expense; one-time expense)**

This is one of five pages in Section 6 that could be modified, if the program is doing “yearly update only”

6.9 Facilities Goals

Should auto-populate from last cycle

Goal (previous cycle)	Specific actions (previous cycle)	Person(s) responsible	Check if some or all actions completed --Results/ Improvements field should autogenerate	Check if some or all actions discontinued -----Reason for Discontinued field should autogenerate	Check if in progress If clicked, should auto-populate in new set of fields
Resources					

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

This is one of five pages in Section 6 that could be modified, if the program is doing “yearly update only”

6.10 Library Goals

Should auto-populate from last cycle

Goal (previous cycle)	Specific actions (previous cycle)	Person(s) responsible	Check if some or all actions completed --Results/ Improvements field should autogenerate	Check if some or all actions discontinued -----Reason for Discontinued field should autogenerate	Check if in progress If clicked, should auto-populate in new set of fields
Resources					

Should auto-populate from last cycle –but editable

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

PROGRAM REVIEW Name of Program(s), YEAR

Status: Draft

Remaining Launch Requirements: 1

Launch

Delete Draft

- Program Review
- Program Overview & Mission
- Assessment
- Curriculum
- Campus & Community Integration
- Student Equity & Success
- Resources
- Goals & Planning
- Attach Files

Goals & Planning

Last updated by Amy Obeqi on 2/17/2018 at 5:49 PM

Should auto-populate from other parts of report – can't edit this part

Summary of Goals

Program Overview & Mission

Program Report Title Art 001 SLO 1 Spring 2017 Florence

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required ; added ongoing expense ; one-time expense)

Optional narrative

Assessment

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required ; added ongoing expense ; one-time expense)

Optional narrative

Goals & Planning

Curriculum

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)
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Optional narrative

Campus & Community Integration

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)
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Optional narrative

Student Equity & Success

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Funding Select no funds required , internal (Dean-level/ within School) or external (institution-level)
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Optional narrative

Resources –Human Resources

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Funding Select no funds required , internal (Dean-level/ within School) or external (institution-level)
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Optional narrative

Resources –Professional Development

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Funding Select no funds required , internal (Dean-level/ within School) or external (institution-level)
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Optional narrative

Resources –Technology & Equipment

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

Optional narrative

Resources –Facilities

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)

Optional narrative

Resources –Library

In-progress goal	New or modified goal	New or modified actions to be taken	Person (s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)
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Optional narrative

Other Goals – Please add goals here only if other categories do not apply.

Only Other Goals can be edited

In-progress goal	New or modified goal	New or modified actions to be taken	Person(s) responsible	Priority Select either urgent (mandated by law or program cannot function until goal is met) or important (impacts success of the program)	Time Frame Select either short term (within this academic year) or long term (beyond this year)	Anticipated cost (enter approximate dollar value, rather than a range)	Funding (select no funds required; added ongoing expense; one-time expense)