

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

NAME of PROGRAM

2019

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PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program’s catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages). **(Specific questions to consider as you answer; please delete this boldface portion before submitting your report: What degrees and certificates do you offer? What are the names of your FT and PT faculty and staff members? Overall, what big changes have been made in the past 5 years in the degrees/certificates?)**

1.2 Relationship 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.” (Limit to 1-2 paragraphs) **(What is a primary focus of your degrees/certificates? How do two or three specific aspects of your program support that focus? How do these aspects connect to our mission statement?)**

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges. **(Overall, how are enrollments looking in your courses—what trends do you see over the past five years? What are the likely causes?)**

1.4 Population Served. Utilizing data obtained 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. **(Does your program mostly serve the typical Solano College students—in terms of age, ethnicity, gender, etc.—or is there a certain population that seems more represented, or less represented, in your program, compared with SCC as a whole? If there’s a difference, why is this likely so, and how have you tried to attract under-represented student populations? Has there been a change in the past five years?)**

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4. **(Table 1 may include information imported from an earlier Program Review document. Are there rows you’d like to add, or any grayed areas you’d like to fill? If so, you can add new goals at the end of this report, but please don’t add any new goals here—just fill out the “Status” column.)**

Table 1. Status of Previous Goals

Program Goals	Planned Action (s)	Status
Create new degree/certificate		
Assessment Goals	Planned Action (s)	Status
Assessment is up-to-date and ongoing; no goals at this time		
Curriculum Goals	Planned Action (s)	Status
Other		
Create new course(s)		
Review/change course scheduling		
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Other		
Student Equity & Success Goals	Planned Action (s)	Status
Other		
Professional Development Goals	Planned Action (s)	Status
No professional development goals at this time		
Human Resources Goals	Planned Action (s)	Status
Add/replace/change staff position		
Add/replace/change staff position		
Technology & Equipment Goals	Planned Action (s)	Status
Add/upgrade classroom/lab technology, equipment, instructional materials		
Add/upgrade classroom/lab technology, equipment, instructional materials		

Add/upgrade classroom/lab technology, equipment, instructional materials		
Add/upgrade classroom/lab technology, equipment, instructional materials		
Facilities Goals	Planned Action (s)	Status
Other facilities goal		
Library Resource Goals	Planned Action (s)	Status
Library resources are up-to-date; no goals at this time		
Other Resource Goals	Planned Action (s)	Status

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success. **(Did you get resources, such as equipment, faculty, staff, etc., that you asked for? If so, how did these additions help improve your program? Have changes to degrees, certificates, or courses taken effect, and have those changes improved your program?)**

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. **(Regarding internal conditions, what departmental or college-wide factors may put a strain on the program, or give it a boost in the next few years? Regarding external conditions, do signs point to an expanding need for employees in this field? Is this field narrowing, or becoming more specialized, or changing in some other way?)** Include labor market data as relevant for CTE programs. (The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/> .) (Limit to one page or less.)

Following is the latest OES Employment and Wages Data Table for your program:

Source: State of CA Employment Development Department, <http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

Following is the Projection of Employment by Occupation, California Employment Development Department:

Source: <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Career Technical Education Planning (Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. Note how often are advisory board meetings held; provide membership information and note what specific actions have been taken. Attach minutes from the past two years in an appendix. **(Who is on your advisory board, and who would you like to join your advisory board? Are there ways to expand representation to get diverse voices in your field?)**

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx. What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs) **No one seems to know how to use the data here—it's used when you apply for Perkins funds—would like to check with Maire to see if this is needed.**

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurricUNET and contact the curriculum office to ensure they are updated in the catalog. **(Table 2a. may include PLO information imported from CurricUNET. Are these PLOs up-to-date, or do you need to update them? If the PLOs in CurricUNET are inaccurate, please put the PLOs you want in Table 2a, and note below the table that these PLOs don't match the current list.)**

Table 2a. Program Learning Outcomes

Program Learning Outcomes	ILO	How PLO is assessed
1.		
2.		
3.		
4.		

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)). **(Have course SLO's been mapped to PLOs? If so, the mapping should be found in CurricUNET; if you're not sure, consult with the Assessment coordinator. If there are too many courses in your program to list here, just list the mastery-level SLOs that are mapped to the PLOs.)**

Table 2b. Program Courses and Program Learning Outcomes

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3	PLO 4

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

Table 2c. Program Learning Outcomes Assessments

PLO 1	
Program Learning Outcome	
Date(s) Assessed	
Results	
Action Plan	

PLO 2	
Program Learning Outcome	
Date(s) Assessed	
Results	
Action Plan	

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1										
PLO2										
PLO3										
PLO4										

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments. **(Did the action plans listed above lead to changes in the program? If so, how did those changes improve the program?)**

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4). **(Are there 2-4 measurable SLOs for each course in your discipline, with success criteria? Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar—at least twice in a program review cycle? If you have an up-to-date SLO assessment calendar for each course in the program, please include it here as Table 3, or move the calendar to an appendix if it’s lengthy. Do the assessments follow the guidelines for quality outlined in the SLO Quality Assessment Rubric? Have faculty—both FT and PT—engaged in discussions about SLOs? Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom—for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.?)**

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments. **(Did any of the action plans listed in the SLO assessments lead to changes in the program? If so, how did those changes improve the program?)**

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately

linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction. **(Are the courses in your program linked to ILOs in CurricUNET?—if not, be sure to note the need to add those links. Do you have General Education courses in your program? If so, check to see if they are linked to GE outcomes in CurricUNET, and note whether that is done or not.)**

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

For catalog course descriptions, 2019-20, see Appendix A.

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. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report. **(What courses have you deleted, added, or modified recently, and why? Are all the courses in your program offered regularly, or are some courses a concern? What are your plans for those courses?)**

3.2 Scheduling and Sequencing. Discuss efforts to optimize access 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 student's 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. (Limit to 1-2 paragraphs) **(Given where and when courses are offered, can a typical student get through your program without being delayed or inconvenienced? Is there a preferred sequence of classes students should take in the program, and are students taking classes in the right order?)**

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix. **(Have you conducted a survey of students in one or more of your classes, either online or in person? If not, a standard survey—found on the Program Review website—should be given in as many program classes as possible.)**

3.4 Fill rates/Class size. Based on data from ITRP, 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. (Limit to 1-2 paragraphs) **(Are your classes usually full? Are there low enrollment numbers plaguing certain types of classes, classes in certain locations, or classes offered at certain times? Do you need to change the class maximum on any classes, and if so, why?)**

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs). **(Do you have any courses in your major that articulate? Note that there's a difference between courses that articulate, and courses that transfer. An articulated course at SCC counts towards the student's major at a CSU or UC—it's not counted as just an elective. Are there courses that *should* articulate, but don't? If so, you might add a goal in Table 4 to contact the Articulation Officer)**

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. **(Articulation means that students taking a course in high school will get SCC credit; do you have any courses that articulate with a high school, or do you have plans to create an articulation agreement in the future?)**

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs) **(Do you offer online classes, and if so, which are offered online, and are there also face-to-face offerings of this class, or something similar? Have any courses been approved by the DE Committee, applying the OEI standards? To what extent have faculty kept older online courses updated?)**

CAMPUS & COMMUNITY INTEGRATION

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. (Limit to 1-3 paragraphs)

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs). **(Do faculty regularly meet with counselors about the program? Have counselors been made aware of program changes? Is there a need for more coordination between Counseling and your department/program?)**

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 3 paragraphs) **(Who do you bring to the classroom, and where do you bring your students? Where do you go, to reach prospective employers, students, etc.? Where do you go, to learn more about teaching and about your field? Where would you like to go, in the future?)**

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students. 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. **(How are students directed to use the library, counseling services and Veteran, EOPS, DSP, and other available services? How do faculty connect students with tutoring, SARS/early alert, the Academic Success Center, etc.?)**
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success? **(How should advisories and pre- and co-requisites be changed to get students better prepared for your classes?)**
- 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

5.2 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. Analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success. **(Do student success rates in your program seem consistent with Solano College success rates, or do students overall perform much better, or struggle more, in your program? Why is that? How do the success rates of specific student populations compare with the success rates of**

their peers at SCC generally? Are there certain populations that are more or less successful in your classes, compared with their performance at SCC as a whole? Has there been a change in the past five years? How could a diversified curriculum, diverse instructors or guest speakers, or other steps toward inclusive instruction help improve success rates for these specific populations?)

- 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 courses?

5.3 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. 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 cross-disciplines, etc.). (Limit to 1-2 paragraphs)

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings. **(If you offer multiple degrees or certificates, are some degrees/certificates more popular than others, and if so, why? Based on the trends you see, do you plan to eliminate, change, or add any degrees or certificates? Are students leaving the program before getting a degree/certificate, and if so, why? Are certain populations of students having greater difficulty completing the program, and if so, why? Are there any changes you could make to the program, to create incentives for students to complete their degrees/certificates?)**

5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs) **(How do you inform students about their options—the kinds of schools they might transfer to, the kinds of employment they're interested in, and what degrees might be useful to get into those professions?)**

5.6 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, including any applicable placement data. (Limit to 1-2 paragraphs) **(Are there 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? If so, is any additional study needed before students are ready to take those tests? Does your program have any agreement or MOU with an employer, to place graduates?)**

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs) **(What gaps will need filling within the next year, and within the next six years? What gaps need to be filled immediately? If the program has been functioning for a while without needed faculty/staff, how long has this position been needed, and how has this gap affected the program's health?)**

6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs) **(What technology and equipment does your program typically need? In what ways does the existing technology/equipment work, to serve the program's needs? In what ways is the existing technology/equipment inadequate? What new items, or upgraded items, will be needed in the next year, and the next six years? What items are needed immediately? If the program has been functioning for a while without needed technology/equipment, how has this affected the program's health?)**

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs) **(What classrooms,**

buildings, and other facilities does your program currently use/occupy? In what ways do the existing facilities work, to serve the program's needs? In what ways are the existing facilities inadequate? What new or upgraded spaces will be needed in the next year, and the next six years? What new or upgraded spaces are needed immediately? If the program has been functioning for a while with inadequate facilities, how has this affected the program's health?)

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix. **(What does the Fairfield campus library current offer to support students in your program, and what changes should be made to update materials? Do the libraries in the centers have adequate materials for your students? What new options did the library faculty/staff suggest, to serve your students' needs?)**

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis. **(What are your program's routine costs—the kinds of goods/services that need to be renewed/replenished on a regular basis? Do any of those funds come from a special source, or a source that may dry up in the future? If you have a CTE program, do you receive Perkins funds, and if so, what have you bought—or what do you regularly buy—with those funds? In what ways is existing funding adequate, or inadequate, to support your program? If the program has been functioning for a while with inadequate funding, how has this affected the program's health? What changes to you see coming in the next year, and the next six years, that will impact how much money your program needs to operate?)**

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last six years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. **Then for all goals, note**

- Whether they are **new** or **in-progress** (carried over, perhaps in some modified form, from a previous plan);
- Who will be **responsible** for ensuring follow-through;
- **Priority** level (urgent or important; “urgent” =mandated by law or program cannot function until goal is met; “important”=impacts success of the program);
- **Time frame** (short-term, within this academic year, or long-term, beyond this year;
- **Funding** needed (none, ongoing, or one-time expense); and
- **Anticipated cost**, if funds are needed.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)

Program Goals (ex: create, revise, or delete degree/certificate) Insert new rows as needed	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In- progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (ex: update or assess SLOs, PLOs; create common rubrics; analyze and discuss results)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In- progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (ex: create,	Status (select one)	New or modified	Person(s) responsible	Priority (select one)	Time Frame	Funding	Cost

revise, or delete courses; get courses articulated)	New goal	In-progress	actions to be taken		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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CAMPUS & COMMUNITY OUTREACH (Sections 4.1-4.3)

Outreach Goals (ex: expand contacts, advertising, coordination with counselors)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Equity & Success Goals (ex: add tutoring, support; diversify program; analyze and discuss data)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PROFESSIONAL DEVELOPMENT (all sections)

PD Goals (ex: seek PD in pedagogy, subject area, tech, DE)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

RESOURCES (Sections 6.1-6.5)

	Status (select one)	New or modified	Person(s) responsible	Priority (select one)	Time Frame	Funding	Cost
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Human Resource Goals (ex: add, replace faculty or staff position, expand PT pool)			actions to be taken									
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Technology & Equipment Goals (ex: add, update tech, materials, equipment)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilities Goals (ex: add, upgrade classroom space)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Library Resource Goals (ex: add, replace library materials)	Status (select one)		New or modified actions to be taken	Person(s) responsible	Priority (select one)		Time Frame		Funding			Cost
	New goal	In-progress			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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

These goals should be utilized in multiple aspects of the integrated planning process. They should be discussed with the dean and shared with the relevant planning committees (tech committee, professional dev, etc.). They will be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty should collaboratively review the goals and update them as necessary to guide program planning.

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

APPENDICES

Appendix A: Catalog Course Descriptions (2019-20)

