Reedley College

(Including Reedley, Madera, and Oakhurst Campuses)

Program Review Handbook

Cycle Four

CONTENTS

Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

Strategic Plan
The current Strategic Plan may be found at:
http://www.reedleycollege.edu/index.aspx?page=87

PURPOSES OF PROGRAM REVIEW

The purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data for the purpose of:
  - ✓ demonstrating, improving and communicating program effectiveness
  - ✓ identifying program strengths and emerging trends
  - ✓ facilitating improvements through substantiated goals

- Assess the level to which programs and services effectively support the:
  - ✓ Mission (Commitment, Philosophy, and Vision)
  - ✓ Strategic Plan
  - ✓ Educational Master Plan

- Influence curriculum, college planning, decision-making, and resource allocation

- Promote collaboration and dialogue across campuses and disciplines

DEFINITIONS

Program/Discipline or Support Service Area
> A program/discipline is a group of courses in the instructional area, or a group of activities or services in a Student Services, instructional, or administrative service area.

Evaluation
> The process for assessing all or a part of a program

FTEF
> A Full Time Equivalency Faculty (FTEF) is based upon a 15 Lecture Hour Equivalent (LHE - formula hours) of instruction. One lecture hour (50 minute period) = one lecture hour equivalent; one lab hour = .75 of one lecture hour equivalent.

FTES
> A Full Time Equivalent Student (FTES) is the unit of measure based upon student attendance patterns used by the state in the formula for the apportionment of funds. WSCH is the primary factor used in the formula to calculate FTES.

Labor Market Data
> A data table with current versus projected job openings over 10 years and the educational requirements for each job classification

Grade/Mark Distribution
> Data table of counts and percentages of all final grades and marks by term

Measures
> Those variables that can be observed, reviewed, or appraised to determine whether an objective developed from a goal has been attained.

Perkins Core Indicators
> A set of 4 data tables compiled the CCCCO (Federal funds) to track vocational student cohorts in terms of completion, transfer and employment. It differs from program enrollment in that students are included in a cohort after they complete a set number of program courses at the level of SAM Code B and C which indicates that they have progressed in the program.

Program Review Working Groups (PRWG)
> Groups formed to assess programs, support service areas, or administrative services and create a written report to be presented to the Program Review Committee.

Signature Program

> A "signature" program is broadly defined by State Center Community College District (SCCCD) as a program that epitomizes the college's mission and its distinctiveness in the community. A "signature" Career Technical Education (CTE) program is defined by each campus to be an exceptional CTE program that exemplifies the mission of the college community in which it serves.

Standard Data
> Includes the following data for 5-years (or 10 terms) for the overall college location and instructional program: Full-time to Part-time ratio per LHE, FTES by Term and Location, Enrollment by Term and Location, Enrollment by Term, Location and Gender, Enrollment by Term, Location and Age Category, Enrollment by Term, Location and Ethnicity, GPA by Term and Location, Success Rate by Term and Location, Retention Rate by Term and Location, Distance Education data, and Awards by Year and Location. To be provided by the Office of Institutional Research.

Student Learning Outcomes (SLO); Program Learning Outcome (PLO); Institutional Learning Outcomes (ILO)
> These are the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

Survey
> This is a data gathering instrument, e.g. a written questionnaire or interview.

Top Code

TOP is a system of numerical codes and titles used to identify programs in the California Community College system, and to collect and report information on programs and courses that have similar outcomes. Available on Blackboard.

WSCH

Weekly Student Contact Hours (WSCH) is the number of students in a class multiplied by the number of hours the class meets per week.

PROGRAM REVIEW COMMITTEE

Composition

Area or Position of Representation	Term of Representation
Faculty Chair (appointed by College President and Academic Senate)	Three-year term
President RC	Ex-Officio
Institutional Research Coordinator	Standing Member
Academic Senate President or Designee	Standing Member
Administrator—RC appointed by the President	Two-year term
Administrator—MC appointed by the President	Two-year term
Program Area Dean	Ex-Officio
Faculty Rep. RC appointed by AS	Two-year term
Faculty Rep. MC appointed by AS	Two-year term
Faculty Rep. appointed by the Budget Committee	Two-year term
Faculty Rep. appointed by College Council	Two-year term
Student Services/Auxiliary. Rep. appointed by AS	Two-year term
Student Services/Auxiliary. Rep. appointed by AS	Two-year term
Classified Rep. appointed by CSEA	Two-year term
Classified Rep. appointed by CS	Two-year term
Student Rep. RC appointed by ASB	One-year term
Student Rep. NC appointed by ASB	One-year term

Committee Purpose

- Assist programs in the completion of their program review reports
- Determine the degree of substantiation of each goal
- Forward Program Summary Report to the College Council
- Review and make recommendations for the Program Review Process and Handbook
- Work in conjunction with the Student Learning Outcomes Assessment Advisory Committee (a subcommittee of Program Review) on outcomes assessment matters
- Review Signature Program Review requests, determining Signature Program status.

Committee Process
- Review the submitted report
- Request modifications to the report to better substantiate goals and/or the event that the committee needs further clarification.
- Participate in the formal oral presentation
- Take formal action (vote) on the substantiation of goals, or request further modifications to the report
- Forward Program Review Summary Report and goals to the College Council
- Forward substantiated program goals to the appropriate committee chairs.

Meetings: Two meetings per month, or as needed,.   First and third Fridays at 12:00pm
Quorum: 51 percent of appointed members. Votes may occur electronically as proxy..

PROGRAM REVIEW WORKING GROUPS (PRWGS)

The formation of the groups is the responsibility of the Vice President/Dean/Area Manager and the Program Coordinator and may include but not limited to:

- Department Chair or Program Coordinator
- Faculty or staff members from each area within the program across campuses
- Dean or Area Manager
- Institutional Researcher (contact with data needs)

Function: To assess programs, support service areas or administrative services and create a written report to be presented to the Program Review Committee.

PROGRAM REVIEW CYCLE TIMELINES AND IMPLEMENTATION GUIDELINES

The Program Review process is conducted by each operational area or discipline every six years. The schedule is maintained by the Program Review chairperson in conjunction with the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services. Program Review is a three-semester process as indicated below.

SEMESTER 1

Flex Day Activity (attended by Program Members and Dean or Manager)
- ✓ Joint RC Program Review orientation lead by Program Review Chair
- ✓ Standard Data Package, Budget Data provided
- ✓ Orientation and review of provided data lead by Institutional Researcher
- ✓ Creation of Program Review Working Groups. Identify leader or contact person of working group and forward name to Program Review Chair. All communication from Chair will go to this identified person

By the end of the 9th Week
- ✓ Review Reedley College's mission, strategic plan, educational master plan, prior Program Review recommendations and SLOs
- ✓ Respond to questions in Part 1 (General Information) and Part 3 (SLOs)
- ✓ Identify any internal (e.g., excel spread sheets, informal surveys, site maps) and external (e.g., State Chancellor's office reports, commission on athletics reports, state reports, accreditation reports) data to be used in report. See folder on Blackboard for possible data.
- ✓ Identify any additional data elements needed including: focus groups, satisfaction surveys or Datatel data not included in standard data set
- ✓ Progress report sent to Program Review Committee Chair by Dean/Manager

Complete by the end of the semester
- ✓ Part 1: General Information
- ✓ Part 3: SLOs

SEMESTER 2

By the 2nd Week
- ✓ Progress report to Program Review Committee Chair

By the end of the 9th Week
- ✓ Respond to qualitative and quantitative questions in report
- ✓ Formulate goals based on report findings, primarily data
- ✓ Present preliminary findings to PRWG

By the end of the 12th week
- ✓ Send draft report to your Dean/Manager for review and editing
- ✓ Send draft report to Institutional Researcher for review of data elements

By the end of the 14th week
- ✓ Progress report sent to Program Review Committee Chair by Dean/Manager and Institutional Researcher

Complete by the end of the semester
- ✓ Part 2: Quantitative Section
- ✓ Part 4: Qualitative Section
- ✓ Part 5: Summary Section with Goals, Activities/Facilities/Curriculum/Equipment Necessary to Accomplish Goals, Resources Needed, and a Proposed Timeline
- ✓ Part 6: Student Learning Outcome Assessment Timeline and Curriculum Revision Timeline

SEMESTER 3

By the end of the 2nd Week
- ✓ Final Reports turned into the Program Review Chair, submitted by Dean/Manager

Weeks 4-15,
- ✓ Program Review Committee will meet to discuss submitted Program Reviews
- ✓ Committee comments on Program Review Report will be forwarded to individual programs
- ✓

By the end of the 16th week
- ✓ Oral Presentations of Program Review Reports
- ✓ Revised Program Review Reports submitted to Program Review Committee
- ✓

By the end of the 18th week
- ✓ Program Review committee will meet to discuss and determine degree of substantiation of program goals

Prior to the following semester
- ✓ Summary Reports compiled by the Program Review Chair sent to the College Council

In the case that a program does not submit their report by the required draft submission date (end of the 2nd week of the third semester), the program will proceed with the subsequent requirements of presenting an oral presentation and final report submission. The program will not receive feedback from the Program Review Committee as is given when drafts are submitted on time. The program must address the delinquency of their report to the Program Review Committee during the oral presentation. These presentations will continue to be recorded and posted on the Program Review Blackboard site. If a program fails to present during their oral presentation time and/or submit a final program review report, the program will be required to give an oral presentation and submit a final report the following semester. The program will still need to respond to original curriculum update timelines. Programs that are continually delinquent will be reported to the Vice Presidents and President.

FUTURE SEMESTERS

- ✓ The College Council reviews goals
- ✓ Curriculum changes forwarded to Curriculum Committee by discipline faculty within two semesters unless the department has submitted a justification and timeline for an alternative update of its curriculum. This justification and timeline must be submitted with the final report and meet the approval of the Program Review and Curriculum Committees.
- ✓ Program Review report, oral presentation, and Summary Report posted to Blackboard by the Program Review Chair
- ✓ Complete Annual Program Review Action Plans report, due each September 1, and submit Budget Request to area Dean/Manager
- ✓ Complete Annual Program Review Goals Progress Report, due each May 1, and submit electronically to the Program Review Chair
- ✓ Update SLO mapping grids as needed
- ✓ Follow program-determined SLO assessment timeline for program, including all courses, certificates, and degrees.

Please respond to the following statements in order. They are designed to create a thread of narration.

I. General Information

A. List the Instructional Area(s)

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B. The program is offered:

☐ Reedley College   ☐Madera Center   ☐Oakhurst Site   ☐Distance Education
If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor's Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

8T

D. General description of program(s) or service(s) offered:
D1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

8T

D2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

8T

D3. list of degrees and certificates;

8T

D3. Does your program allow AP credit;

☐ Yes ☐No

Explain: 8T

C4. Does your program have articulation agreements (eg. 2+2, Occutrack);

☐ Yes ☐No

Explain: 8T

D5. brief facilities overview;

8T

D6. equipment requirements including ongoing maintenance requirements and costs;

8T

D7. supply requirements, if any.

8T

E. Mission and Strategic Plan
E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

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E2. Describe how your program supports the College Strategic Plan. <u>Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.</u>

Proposed Implementation	Program/Department Name:			Program Review Year:
Strategic Direction: (insert # here) <u>1</u> **(insert topic here) <u>Student Success</u>**	Goal Statement: (insert Goal here) Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success.			
Objective (insert objective number here) <u>1.1</u> (insert objective here) Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2)				
SPECIFIC Activity/Project Manner in which activity supports objective	MEASURABLE Qualitative Data Baseline Measures Quantitative Data	ACTION How will you implement this activity/project?	RESULT FOCUSED	TIMELINE
			☐	

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15

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

Previous Program Goals

Goal	Status	Outcome
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T
8T	8T	8T

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

Recommendation	Status	Outcome

II. Quantitative Analysis These data provide an initial and important framework for review of programs and the program as a whole, for all campus sites. You may choose to only include data which is conclusive to your review and program goals. State why any data sets are not analyzed (ie. In line with the College). You must reference all campus sites where appropriate.

Please note that these data should be integrated with the qualitative analysis and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the Institutional Researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below.   Include in the analyses:
- ✓ Significant fluctuations
- ✓ Impact of trends on Program
- ✓ Possible data elements to support this analysis. Total Enrollment

- ✓ Enrollment by Demographics: age, gender, & ethnicity
- ✓ Retention
- ✓ Success
- ✓ Program Mark Analysis Report
- ✓ FT/PT Enrollment Status
- ✓ WSCH/FTEF
- ✓ Number of Degrees/Certificates Awarded
- ✓ Perkins Core Indicators (if career-technical education program)
- ✓ Additional Data

(copy and paste tables here)

8T

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

8T

C. Use any conclusive comparison data provided/requested* to analyze the success of the modes listed in B above. Compare these modes to total program and College data for:
- ✓ Enrollment
- ✓ Retention
- ✓ Success
- ✓ Program Mark Analysis
- ✓ GPA

*Programs offering under 50% online courses may submit a comparative data request to the Institutional Researcher.

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C. Analyze how the program's historical funding patterns have impacted the program

8T

Budget Summary (to be completed by Dean)

	20 - 20	20 - 20	20 - 20	20 - 20	20 - 20	Total Division Budget For the 5th year 20 -	Percent of Division 20 - 20

						20		
Salaries								
Benefits								
Instructional Supplies								
XX0								
LT0								
Perkins								
Grant Funded								
Non-Instructional Supplies								
XX0								
LT0								
Perkins								
Grant Funded								
Operating Expenses								
XX0								
LT0								
Perkins								
Grant Funded								
Equipment								
XX0								
LT0								
Perkins								
Grant Funded								
Total								

III. Student Learning Outcomes

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

B. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

☐Catalog ☐Brochure ☐Website
☐Articulation/Transfer Agreements ☐Other:

C. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

8T

D. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

8T

E. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

8T

F. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

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Assessment Type	Total number of courses using this assessment type
Item analysis of exams, etc.	
Assignments based on rubrics	
Assignments based on checklists	
Direct observation of performances	
Student self-assessments	
CAT (clickers, mediated responses)	
Capstone projects or final summative assessments	
Other	

Action Plan	Total number of courses using this action plan
Results are positive--no changes	
Conduct further assessment	
Use new or revised teaching methods	

Develop new methods of evaluating student work	
Plan purchase of new equipment or supplies	
Make changes in staffing plan	
Engage in professional development about best practices	
Revise the course sequence or prerequisite	
Revise the course syllabus or outline	
Unable to determine	
Other	

IV. Qualitative Analysis

Please note that these data should be integrated with the qualitative analysis, and SLO assessment to help support your Summary Statements and Goals. You must reference all campus sites, where appropriate.

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?
- ✓ Political (local ordinances, state or federal legislation, Title 5, Ed Code)
- ✓ Economic (Labor Market Data, District Fact Book, Advisory Committees)
- ✓ Sociological (migrant population, single parents, aging population trends)
- ✓ Technological (access, security, ethics)
- ✓ Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

8T

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)
- ✓ Major course revisions
- ✓ Course deletions
- ✓ New courses
- ✓ Revised or new options within a program
- ✓ Proposed new programs
- ✓ Distance education/hybrid courses
- ✓ Enrollment trends
- ✓ Articulation changes
- ✓ Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

8T

C. Discuss how your program meets the needs of the College's diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

8T

C2. Discuss course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.

8T

C3. Appropriate breadth, rigor, sequencing, and completion time.   Provide examples.

8T

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.

8T

E. Describe what your program has done to create links with support services or other instructional programs, if any.

8T

F. Describe any community or other institution partnerships or collaboration of which your program has had a part.

8T

G. If you are a CTE-eligible program and wish to be designated as a Signature Program, justify your reasons with responses to the following, as applicable:

Qualitative Measures (External demand, workforce needs, and economic development)
- ✓ Describe the community need and job availability for program graduates.
- ✓ How does the program respond to changing needs of industry?
- ✓ Describe community support for the program (e.g., advisor groups, partners, and employers).
- ✓ Address if the program duplicates similar training programs in the area with the same Standard Operating Codes (SOC).
- ✓ Describe job placement and internships for this program.

✓ What are the required external accreditation, licensure, and/or oversight (if any)? If yes, please describe.
✓ How does the program align with nationally recognized industry standards, curriculum, and/or skill development?
✓ Describe the program's physical resources including facilities and equipment.

8T

Quantitative Measures
✓ What are the program's WSCH/FTEF and FTES/FTEF data for last three years?
✓ What is the full-time faculty to part-time faculty ratio?
✓ What are the enrollment trends for the last three years?
✓ Indicate the number of degrees and certificates awarded in the last three years.
   o Certificates of Completion
   o Certifications of Achievement
   o Local (low unit) Certificates
✓ What are the program's retention rates for the last three years?
✓ What is the demand for the program (Standard Operating Code) – State and Regional?
   o Please include industry size and growth, current and forecasted job growth by position, count, and percentage, and wage data (identify low, median, and high wage levels).

8T

V. Summary Statement

A. Describe the major conclusions reached based on this report's quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

8T

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet.   Add rows as needed.

0=Required for the function of the program
1=Would help program function
2=Would enhance program
3=desired, but not required for function of the program

Curriculum/Pedagogical Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Facility Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Assessment Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Supply Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Technology Goals	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Staffing Goals (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request)	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Distance Education Goals (curricular or student services)	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Scheduling Goals (FTES/SQ.FT. data needed for reports)	Page Number(s) where	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

	supported				

Additional Goals	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

*As supported primarily by the report's quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

Note: Summary Statements are needed for each campus, if applicable.

STUDENT LEARNING OUTCOME ASSESSMENT TIMELINE

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

Year	Courses, Program, Degree, and/or Certificate to be assessed	Person responsible for heading assessment and completing Reporting Form
Year 1 20__-20__	Click here to enter text.	Click here to enter text.
Year 2 20__-20__	Click here to enter text.	Click here to enter text.
Year 3 20__-20__	Click here to enter text.	Click here to enter text.
Year 4 20__-20__	Click here to enter text.	Click here to enter text.
Year 5 20__-20__	Click here to enter text.	Click here to enter text.

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

Course	Semester revision to be submitted	Person responsible for revision
Click here to enter text.	Click here to enter text.	Click here to enter text.

Please respond to the following statements in order. They are designed to create a thread of narration.

If your program has assessment standards particular to your field or area (e.g., standards developed by professional associations), please document this where appropriate in your report.

I. General Information

A. Program/Service Area

8T

B. The program is offered:

☐ Reedley College   ☐Madera Center   ☐Oakhurst Site   ☐Distance Education
If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. Mission and Strategic Plan
C1. Describe how your program supports the College/Centers Mission Statement. Give a few specific examples.

8T

C2. Describe how your program supports the College/Centers Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

Proposed Implementation	Program/Department Name:		Program Review Year:	
Strategic Direction: (insert # here) 1 **(insert topic here) Student Success**	Goal Statement: (insert Goal here) Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success.			
Objective (insert objective number here) 1.1 (insert objective here) Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2)				
SPECIFIC Activity/Project Manner in which activity supports objective	MEASURABLE Qualitative Data Baseline Measures Quantitative Data	ACTION How will you implement this activity/project?	RESULT FOCUSED	TIMELINE
			☐	

C. General description of program and/or service(s) that are offered in department or sub-department. Include:
C1. current staffing;

8T

C2. brief facilities overview;

8T

C3. equipment requirements including ongoing maintenance requirements and costs;

8T

C4. technology requirements;

8T

C5. supply requirements, if any

8T

D. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add/delete rows as needed.

Previous Program Goals

Goal	Status	Outcome

E. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

Recommendation	Status	Outcome

II. Quantitative Analysis

A. How many students served by program/service area in the past year? How does this compare with past years?

8T

B. Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:

- ✓ Satisfaction (students, staff, and community)
- ✓ Success
- ✓ Participation
- ✓ Retention
- ✓ Demographics (age, gender, ethnicity)
- ✓ Additional data (assess program/services to the standards for the area)

(copy and paste tables here)

8T

C. If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services, in order to ensure equitable access to resources and services regardless of location.

8T

D. Provide a short analysis of the process and procedures identified in B above.

8T

E. Analyze how the program's historical funding patterns have impacted the program.

8T

Budget Summary
(to be completed by Manager)

	20	20	20	20	20	Total	Percent of

	20 -	20 -	20 -	20 -	20 -	Division Budget For the 5th year 20 - 20	Division 20 - 20
Salaries							
Benefits							
Instructional Supplies							
XX0							
LT0							
Perkins							
Grant Funded							
Non-Instructional Supplies							
XX0							
LT0							
Perkins							
Grant Funded							
Operating Expenses							
XX0							
LT0							
Perkins							
Grant Funded							
Equipment							
XX0							
LT0							
Perkins							
Grant Funded							
Total							

III. Student Learning Outcomes

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

A1. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

☐Catalog   ☐Brochure

☐Website   ☐Other: 8T

B. Include the hyperlink for the program to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

8T

C. Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Non-instruction Program SLO Assessment Report Forms for your program in appendix B.

8T

D. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (eg. staff development/training, equipment, technology, etc.)? Be sure to include these in your goals.

8T

Assessment Tool	
"Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.	
Self-assessments	
Internal/External Data	
Other	
No Assessment Report	

Action Plan	
Results are positive--no changes	
Conduct further assessment	
Use new or revised resources or services	
Develop new methods of evaluating student learning	
Plan purchase of new equipment or supplies	
Make changes in staffing plan	
Engage in professional development	
Unable to determine	
Other	

No Action Plan	

IV. Qualitative Analysis

Please note that these data should be integrated with the qualitative analysis, and Program Learning Outcome assessment to help support your Summary Statements and Goals. Reference all campus sites, where appropriate.

A. Describe future trends or current best practices unique to your area that are likely to influence your program. How will students be affected by these trends?
- ✓ Political (local ordinances, state or federal legislation, Title 5, Ed Code)
- ✓ Economic (Labor Market Data, District Fact Book, Advisory Committees)
- ✓ Sociological (migrant population, single parents, aging population trends)
- ✓ Technological (access, security, ethics)
- ✓ Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

8T

V. Summary Statement

B. Describe the major conclusions reached based on this report's quantitative and qualitative analyses and evaluation of the assessment of program learning outcomes.

8T

C. Based on the conclusions above, complete the tables below. Use these goals to inform annual budget worksheets. Add rows as needed.

0=Required for the function of the program
1=Would help program function
2=Would enhance program
3=desired, but not required for function of the program

Curriculum/Pedagogical Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Facility Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Assessment Goals	Page number(s) where	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

	supported				

Supply Goals	Page number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Technology Goals	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Staffing Goals (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request)	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Distance Education Goals (curricular or student services)	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Scheduling Goals (FTES/SQ.FT. data needed for reports)	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

Additional Goals	Page Number(s) where supported	Priority (0-3)	Estimated cost/resources needed	Proposed timeline	SP Goal Link

* As supported by the report's quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

Note: Summary Statements are needed for each campus, if applicable.

PROGRAM LEARNING OUTCOME ASSESSMENT TIMELINE

Complete the following chart indicating which year program outcomes will be completed. Each outcome must be assessed at least once during this timeframe. The program may conduct as many assessments of a single outcome as is meaningful.

Year	Program outcome to be assessed	Person responsible for heading assessment and completing Reporting Form
Year 1 20__-20__	Click here to enter text.	Click here to enter text.
Year 2 20__-20__	Click here to enter text.	Click here to enter text.
Year 3 20__-20__	Click here to enter text.	Click here to enter text.
Year 4 20__-20__	Click here to enter text.	Click here to enter text.
Year 5 20__-20__	Click here to enter text.	Click here to enter text.

CYCLE FOUR SCHEDULE

Group IA
Begin process in fall, 2014 – Final report/presentation due fall, 2015

Agriculture Business	Animal Science
Environmental Horticulture	Forestry/Natural Resources
General Agriculture	Plant Science
Mechanized Agriculture	GIS
International Program	

Group IIA
Begin process in fall, 2015 – Final report/presentation due fall, 2016

Accounting	Business Administration
Information Systems	Office Technology
Statistics	Economics
Office of Student Services	Office of the President
Middle High School	

Group IIIA
Begin process in fall, 2016 – Final report/presentation due fall, 2017

Criminology	History
Philosophy	Political Science
Psychology	Sociology

Group IVA
Begin process in fall, 2017 – Final report/presentation due fall, 2018

Composition	Communication
Creative Writing	Film
Journalism	Literature
Writing Center	

Group VA
Begin process in fall, 2018– Final report/presentation due fall, 2019

Biology	Chemistry

Child Development   Computer Science
Engineering   Geography
Math   Math Center
Physics

Group IB
Begin process spring, 2015 – Final report/presentation due spring, 2016

DSP&S   EOP&S
Aeronautics   Manufacturing Technology
Automotive   Maintenance Mechanic (MC)

Group IIB
Begin process spring, 2016 – Final report/presentation due spring, 2017

Counseling   Health Services
Student Support Services   Outreach & Matriculation

Group IIIB
Begin process spring, 2017– Final report/presentation due spring, 2018

Admissions & Records   Residence Halls
Library Services   Art
Music

Group IVB
Begin process spring, 2018 – Final report/presentation due spring, 2019

Student Activities   Financial Aid
Tutorial   Honors Program
ESL   Reading
Linguistics   Languages (French, German, Spanish, ASL)

Group VB
Begin process spring, 2014/2019 – Final report/presentation due spring, 2015/2020

Dental Assisting   Licensed Vocational Nursing (MC)
Food and Nutrition   Health Care Interpreter

Health Science   Nursing Assistant Training
Physical Education   CalWORKS
Athletics   Upward Bound
Project Grants:
        Student Success (Report not required—submit copy of grants)
        TRIO (Report not required—submit copy of grants)
        Title V (Report not required—submit copy of grants)

Group IC

Begin process in spring, 2017 – Final report/presentation, spring 2018

Business Administrative Office   Business Services Office
Facilities and Maintenance   Food Services
Printing Services

Group IIC

Begin process in spring, 2018 – Final report/presentation, spring 2019

Administrative Services Office   Office of Instruction
Computer Services

APPENDIX A: INSERT ALL COURSE ASSESSMENT REPORTING FORMS HERE.

APPENDIX B: INSERT ALL PROGRAM/DEGREE/CERTIFICATE ASSESSMENT REPORTING FORMS HERE

COURSE SLO ASSESSMENT REPORT FORM

Please complete one form for each course.

1) Date: 8T

2) Course Name and Number: 8T

3) Assessed Course SLO(s): 8T
4)   Which institutional outcome(s) are central to your program?

Communication Skills
☐ Interpret various types of written, visual, and verbal information.
☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy
☐ Analyze quantitative information and apply scientific methodologies.
☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy
☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
☐ Apply historical and contemporary issues and events to civic and social responsibility.
☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development
☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
☐ Incorporate physical and emotional principles to make healthy lifestyle choices.
☐ Make ethical personal and professional choices.
4) Assessment Assignments and/or Instruments:

A. ☐   Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

B. ☐   Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C. ☐   Assignments based on checklists

D. ☐   Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.

E. ☐   Student self-assessments (e.g. reflective journals, surveys)

F. ☐   Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)

G. ☐   Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐   Other (please describe): 8T

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

8T

6) What is your expected level of achievement for measuring success?

8T

7) Assessment Results:
What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

8T

8) Action Plan:
Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

8T

A. ☐   Results are positive—no changes to be made

B. ☐   Conduct further assessment related to the issue and outcome

C. ☐   Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

D. ☐   Develop new methods of evaluating student work

E. ☐   Plan purchase of new equipment or supplies needed for modified student activities

F. ☐   Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

G. ☐   Engage in professional development about best practices for this type of class/activity

H. ☐   Revise the course sequence or prerequisites

I. ☐   Revise the course syllabus or outline (e.g., change in course topics)

J. ☐   Unable to determine what should be done

K. ☐   Other: 8T

Provide a brief description with a timeline for changes:

8T

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐   with others in my program during department/division meetings

B. ☐   during on-campus workshops, duty day, flex, etc.

C. ☐   over email

D. ☐   with colleagues from other campuses

E. ☐   with my dean and/or colleagues in my division

F. ☐   other: 8T

G. ☐   No dialogue occurred. Reason no dialogue occurred (i.e. "Dialogue was difficulty due to the large number of adjuncts in this program" etc.): 8T

INSTRUCTIONAL PROGRAM/DEGREE/CERTIFICATE SLO ASSESSMENT REPORT FORM

Please complete one form for each assessed program/degree/certificate.

1) Date: 8T

2) Instructional Program: 8T

3) Assessed SLO(s): 8T

4)   Which institutional outcome(s) are central to your program?

Communication Skills
☐ Interpret various types of written, visual, and verbal information.
☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy
☐ Analyze quantitative information and apply scientific methodologies.
☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy
☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
☐ Apply historical and contemporary issues and events to civic and social responsibility.
☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development
☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
☐ Incorporate physical and emotional principles to make healthy lifestyle choices.
☐ Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:
     Which were used to assess the SLO(s)?

          A. ☐   Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

B. ☐   Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)

C. ☐   Assignments based on checklists

D. ☐   Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.

E. ☐   Student self-assessments (e.g. reflective journals, surveys)

F. ☐   Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)

G. ☐   Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)

H. ☐   Internal/External Data

I. ☐   Other (please describe): 8T

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

8T

6) What is your expected level of achievement for measuring success?

8T

7) Assessment Results:
 What did members of your program learn from the assessment of the outcomes? Did the assessment work, and if not, what needs to be revised?

8T

8) Action Plan:
Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

A. ☐   Results are positive—no changes to be made

B. ☐   Conduct further assessment related to the issue and outcome

C. ☐   Use new or revised teaching methods (e.g., more use of group work, new lecture, etc.)

D. ☐   Develop new methods of evaluating student work

E. ☐   Plan purchase of new equipment or supplies needed for modified student activities

F. ☐   Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

G. ☐   Engage in professional development about best practices for this type of class/activity

H. ☐   Unable to determine what should be done

I. ☐   Other: 8T

Provide a brief description with a timeline for changes:

8T

9) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐   with others in my program during department/division meetings

B. ☐   during on-campus workshops, duty day, flex, etc.

C. ☐   over email

D. ☐   with colleagues from other campuses

E. ☐   with my dean and/or colleagues in my division

F. ☐   other: 8T

G. ☐   No dialogue occurred. Reason no dialogue occurred (i.e. "Dialogue was difficulty due to the large number of adjuncts in this program" etc.): 8T

NON-INSTRUCTION PROGRAM SLO ASSESSMENT REPORT FORM

Please complete one form for each assessed program.

1) Date: 8T

2) Program: 8T

3) Assessed Program SLO(s): 8T

4) Which institutional outcome(s) are central to your program?

Communication Skills
☐ Interpret various types of written, visual, and verbal information.
☐ Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy
☐ Analyze quantitative information and apply scientific methodologies.
☐ Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
☐ Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy
☐ Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
☐ Apply historical and contemporary issues and events to civic and social responsibility.
☐ Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development
☐ Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
☐ Incorporate physical and emotional principles to make healthy lifestyle choices.
☐ Make ethical personal and professional choices.

4) Assessment Assignments and/ or Instruments:
   Which were used to assess the SLO(s)?

      A. ☐   Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.

B. ☐   Self-assessments (e.g. reflective journals, surveys)

C. ☐   Internal/External Data

D. ☐   Other (please describe): 8T

5) Please insert any instruments used for assessment (rubrics, checklists, surveys, etc.) or include a hyperlink to such documents here.

8T

6) What is your expected level of achievement for measuring success?

8T

7) Assessment Results:
What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

8T

8) Action Plan:
Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and provide a brief description with a timeline for changes.

A. ☐   Results are positive—no changes to be made

B. ☐   Conduct further assessment related to the issue and outcome

C. ☐   Use new or revised resources or services (e.g., mode of communication, additional workshops, etc.)

D. ☐   Develop new methods of evaluating student learning

E. ☐   Plan purchase of new equipment or supplies needed for modified student activities

F. ☐   Make changes in staffing plans (e.g., modified job descriptions, requests for new positions, etc.)

G. ☐   Engage in professional development about best practices for this type of activity

H. ☐   Unable to determine what should be done

I. ☐   Other: 8T

Provide a brief description with a timeline for changes:

8T

10) The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

A. ☐   with others in my program during department meetings

B. ☐   during on-campus workshops, duty day, flex, etc.

C. ☐   over email

D. ☐   with colleagues from other campuses

E. ☐   with my manager

F. ☐   other: 8T

G. ☐   No dialogue occurred. Reason no dialogue occurred (i.e. "Dialogue was difficulty due to the large number of part-time employees in this program" etc.): 8T

After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the 8T Program. The following sections are completed as required or are still in need of attention.

Program Review Section	Complete	Incomplete
General information, including staffing summary	☐	☐
Mission, Strategic Plan, and Ed Master Plan support	☐	☐
Previous goal status/outcome	☐	☐
Quantitative analysis in support of goals	☐	☐
Funding/budget summary	☐	☐
SLO summary/reports, including mapping, assessment results, gaps, and action plans	☐	☐
Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations	☐	☐
Goals	☐	☐
SLO timeline	☐	☐
Curriculum Revision timeline	☐	☐

Comments: 8T

Dean/ Manager's Signature: _____

Date: _____

REEDLEY COLLEGE PROGRAM REVIEW RUBRIC

Program Review Section	Does Not Meet	Meets	Exceeds
General information, including staffing summary	One or more sections are incomplete	All sections are complete and accurate	All sections are complete and accurate with analysis which support's program's goals
Mission, Strategic Plan, and Ed Master Plan support	One or more sections are incomplete	All sections are complete and exhibit support	All sections are complete, supportive with analysis which supports program's goals
Previous goal status/outcome	Incomplete	Completed	Completed with some degree of depth
Quantitative analysis in support of goals	Sections are incomplete or poorly executed	Sections are complete and data analyzed	Analysis of data supports the program's goals
Funding/budget summary	Incomplete	Completed	Completed with some degree of depth
SLO summary/reports, including mapping, assessment results, gaps, and action plans	Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed.	Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought.	Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program's goals
Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations	Sections are incomplete or poorly executed.	Program completed all sections with at least some degree of critical thought.	Program analyses sections in support of program's goals.
Goals	Incomplete, including no page numbers	Complete, including page numbers	Complete, including page numbers
SLO timeline	Incomplete	Complete	Complete
Curriculum Revision timeline	Incomplete	Complete	Complete

PROGRAM REVIEW COMMITTEE RESPONSE TO PROGRAMS' DRAFTS

Program: 8T

Date: 8T

Thank you for submitting your program's program review report draft. The Program Review Committee has read your program's report draft and offers the following suggestions/comments as you revise your final report.

Program Review Section	Does Not Meet	Meets	Exceeds
General information, including staffing summary			
Mission, Strategic Plan, and Ed Master Plan support			
Previous goal status/outcome			
Quantitative analysis in support of goals			
Funding/budget summary			
SLO summary/reports, including mapping, assessment results, gaps, and action plans			
Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations			
Goals			
SLO timeline			
Curriculum Revision timeline			

(OVER)

Program Review Section	Comments
General information, including staffing summary	8T
Mission, Strategic Plan, and Ed Master Plan support	8T
Previous goal status/outcome	8T
Quantitative analysis in support of goals	8T
Funding/budget summary	8T
SLO summary/reports, including mapping, assessment results, gaps, and action plans	8T
Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations	8T
Goals	8T
SLO timeline	8T
Curriculum Revision timeline	8T

Your oral presentation will take place on: 8T

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

PROGRAM REVIEW SUBSTANTIATION SCORING SHEET

To be completed by the Program Review Committee members

Program: 8T

Rating Scale	1 Unsubstantiated within the report	2 Minimally substantiated within the report	3 Substantiated within the report				4 Well substantiated within the report
Goal			**1**	**2**	**3**	**4**	**Comments**
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
8T			☐	☐	☐	☐	8T
General Comments							
8T							

STRATEGIC PLAN ANNUAL REPORT
Due each May 1

Program/Department Name:		Year __ of 5:			
SPECIFIC Activity/Project Completed in this year	MEASURABLE Success Measures	ACTION How was this project implemented?		RESULT FOCUSED	TIMELINE
				☐	
				☐	

PROGRAM REVIEW ANNUAL ACTION PLAN
DUE EACH SEPTEMBER 1
(to be turned in with annual budget requests and prior to staffing prioritization request)

PROGRAM:

DATE:

0=Required for the function of the program
1=Would be additionally helpful in maintaining the program
2=Would enhance/grow program
3=Desired, but not required for function of the program

Substantiated Curriculum/Pedagogical Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Facility Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Assessment Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Supply Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Technology Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Staffing Goals (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request)	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Distance Education Goals (curricular or student services)	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Scheduling Goals (FTES/SQ.FT. data needed for reports)	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

Substantiated Additional Goals	Priority (0-3)	Activities to complete	Estimated cost/resources needed	Proposed timeline	SP Link

PROGRAM:
DATE:

0=Required for the function of the program
1=Would help program function
2=Would enhance program
3=desired, but not required for function of the program

Substantiated Curriculum/Pedagogical Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Facility Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Assessment Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Supply Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Technology Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Staffing Goals (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request)	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Distance Education Goals (curricular or student services)	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Scheduling Goals (FTES/SQ.FT. data needed for reports)	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Substantiated Additional Goals	Priority (0-3)	Status ☐ Completed ☐ Not completed Explain	Links to which Strategic Plan goal?

Additional Information:

1. Provide any additional changes made to the program that were not a part of your program review report.

8T

2. List in detail any new program needs and a brief rational for this need.

8T

3. Summarize the progress your program has made this year on SLO assessment.

8T

4. Provide any additional information that your program would like to share.