

Program Review Revisions for Fall 2009

Based on input from faculty reviewers, committees, chairs, deans and the VPSL.

Signature Page

Program Overview

The Five Pathways

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- SLO Courses

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- List Of Faculty Members
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Summary

Department Chairs Comments

Area Directors And Dean's Comments:

Submission Page With Check-Off List

Resources

SIGNATURE PAGE

Overview Section: Can pretty much stay the same except note in section II.

- I. Definition
- II. Program Purpose – check off parts of five pathways that are applicable and then explain
- III. Students served (summary of demographics)
- IV. Program History
- V. Attachments

Five Pathways Section:

Please describe how you serve students in any of the five pathways described as follows in the Educational Master Plan.

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway:

Exclusively/ primarily	To a great extent/ a majority of the students	A good proportion of the students, but not a clear majority	Some students	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(drop down menu)

Career and Technical Education

Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway:

Exclusively/ primarily	To a great extent/ a majority of the students	A good proportion of the students, but not a clear majority	Some students	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(drop down menu)

Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway:

Exclusively/ primarily	To a great extent/ a majority of the students	A good proportion of the students, but not a clear majority	Some students	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(drop down menu)

4. Lifelong Learning

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway:

Exclusively/ primarily	To a great extent/ a majority of the students	A good proportion of the students, but not a clear majority	Some students	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(drop down menu)

5. Transfer

Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

	Exclusively/ primarily	To a great extent/ a majority of the students	A good proportion of the students, but not a clear majority	Some students	None
Transfer GE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(drop down menu)

- I. What are your program's goals for each pathway?
- II. How does your program/discipline help students meet these goals?
- III. How do you measure your success?
- IV. How do you make sure your students are able to get through your program in a timely fashion?

STUDENT ACCESS AND SUCCESS SECTION:

USING THE DEMOGRAPHIC, ENROLLMENT AND GRADES INFORMATION IN THE RESOURCES SECTION OF THE TEMPLATE AS WELL AS THE DATA REGARDING SUCCESS IN TERMS OF DEMOGRAPHICS, PLEASE RESPOND TO THE FOLLOWING QUESTIONS;

1A. Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing **student access to your courses or program?**

1B. Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing **student success in your courses or program measured by completion of course and grade earned?**

NOTE: Success Rate is the percentage of students who received a passing grade of A, B, C, or CR at the end of the semester.

NOTE: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

1C. Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing **the ability for the student to succeed at more advanced courses for which your course is a prerequisite.**

2A. What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
- Other

2B. Please explain and provide additional details regarding your choices above:

Facilities Section

Question:

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Curriculum Section

I. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

II. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

III. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

IV. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

V. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

VI. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

Student Learning Outcomes Section Part 1

COLLEGE LEARNING OUTCOMES:

- I. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- II. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- III. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- IV. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- V. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

Degrees and Certificates:

1. What degrees and certificates does your discipline offer?
2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?
3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
 - i. Written, Oral and Visual Communication
 - ii. Scientific and Quantitative Reasoning
 - iii. Critical Thinking
 - iv. Problem Solving
 - v. Information Literacy

Student Learning Outcomes Section Part 2

COLLEGE LEARNING OUTCOMES:

- I. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- II. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- III. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- IV. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- V. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

General Education:

(Please see General Education Course List under Resources Section)

4. Does your discipline offer any classes which count for general education requirements?
yes/no
5. Which General Education courses in your discipline address the each of the five College Learning Outcomes above? Please list the courses + GE Category they satisfy.
 - i. Written, Oral and Visual Communication
 - ii. Scientific and Quantitative Reasoning
 - iii. Critical Thinking
 - iv. Problem Solving
 - v. Information Literacy

Student Learning Outcomes Section Part 3

COLLEGE LEARNING OUTCOMES:

- I. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- II. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- III. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- IV. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- V. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

6. Assessment:

- i. How often do you assess these SLOs?
- ii. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who it was given to and then summarize the results.
- iii. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?
- iv. What courses do you plan to assess this year? Who will you assess? How will you assess? (Be prepared to report on this in next fall's Program Review.

I. INSTRUCTIONAL EQUIPMENT SECTION

PART 1: ITEMS UNDER \$200/OVER EACH:

- This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Instructional Equipment Committee, IPC and Budget.
- Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".)
- Select whether the item is less than or more than \$200 each. If it is less than \$200, it should be clear that it will last a long time and you are buying more than one, so the total cost is over \$200. If you are a large discipline with several areas, please include which area this item is for.
- Include Tax, Shipping and Handling in the total cost for each item.

Number by Priority

To support # of classes/students

Category: Under/over \$200

Area of Discipline (if applicable): (ie:
PHOTOGRAPHY)

Item Description & Part number (for ordering)

Quantity:

Unit Cost

Tax:

Shipping/Handling:

One-time additional expenses (construction, electrical, installation)

Staffing Expense for this item: (e.g. maintenance, repairs, access time and/or upgrades)

Will it be shared with other Department or Program?

Justification Questions:

1. Indicate how important this item is to the life of your discipline.

- a. 'A' means that your discipline cannot teach your course(s) without the requested equipment.
 - b. 'B' means that your course(s) would be greatly enhanced with the requested equipment.
 - c. 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
 - d. In addition, how many times have you requested this item, but you have not received it?
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code) Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
 3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
 4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
 5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
 6. How will these outcomes be measured for future planning? What data or evidence supports your request?
 7. Additional Justification for this item:

II. TECHNOLOGY REQUESTS SECTION

PART 1: INSTRUCTIONAL TECHNOLOGY/SOFTWARE ITEMS:

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please put requests here for software and online subscriptions, etc.

Number by Priority To support
of classes/students

Category:
Online Subscription/
Discipline-related software

Area of Discipline (if applicable):
(ie: PHOTOGRAPHY)

Description & Part number

Cost for One Quantity: Tax: Shipping/Handling:

Type

- New
- Upgrade
- License renewal

How Often (renewals)

- One time
- Annually
- every 2 years,
- every 3 years

College-wide:

- Library
- Counseling
- Distance Ed
- Open Labs

Discipline-Specific:

- For classroom use
- For Lab use
- For homework or out-of-class assignments

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification Questions:

1. Indicate how important this item is to the life of your discipline.

- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
- In addition, how many times have you requested this item, but you have not received it?

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code) Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
6. How will these outcomes be measured for future planning? What data or evidence supports your request?
7. Additional Justification for this item:

II. TECHNOLOGY REQUESTS SECTION (cont)

PART 2: HARDWARE FOR LAB/CLASSROOM:

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Number by Priority To support # of classes/students	Category: <ul style="list-style-type: none">• COMPUTER• MONITOR• PRINTER• SERVER• OTHER	Area of Discipline (if applicable): (ie: ceramics)
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Item Description & Part number (for ordering)

Cost for One Quantity: Tax: Shipping/Handling:

Type:

- New
- Upgrade
- Replace

College-wide:

- Library
- Counseling
- Distance Ed
- Open labs

Discipline-Specific:

- For classroom use
- For Lab use
- For homework or out-of-class assignments

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Justification Questions:

1. Indicate how important this item is to the life of your discipline.

- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
 - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
 - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
 - In addition, how many times have you requested this item, but you have not received it?
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code) Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
6. How will these outcomes be measured for future planning? What data or evidence supports your request?

III. OTHER INSTRUCTIONAL SUPPLIES

Part I : Instructional Operating Supplies

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Number by Priority	To support # of classes/students	Area of Discipline (if applicable): (ie: ceramics)
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Broad category (ie: “chemicals” for Chemistry):

Annual Cost:	Previous Cost	Amount of Increase
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Type:

- New
- Increase in cost

How Long

- Ongoing/recurrent
- New and will be recurrent

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification Questions:

1. Indicate how important this item is to the life of your discipline.

- ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
- ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
- ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
- In addition, how many times have you requested this item, but you have not received it?

2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

III. OTHER INSTRUCTIONAL SUPPLIES

PART 2: Miscellaneous Instructional Materials

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: This is for things to help faculty teach – not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

Annual Cost

Previous Cost

Area of Discipline (if applicable): (ie: PHOTOGRAPHY)

What kind of things do you generally use this money for?

Justification Questions:

1. Who will use these materials? How? Will it be shared with other disciplines?
2. How will these materials benefit student learning?

IV. NON-INSTRUCTIONAL REQUESTS

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

Number by Priority

**To support
of classes/students**

Category:

- Office Supply Budget
- Office computers
- Office Software
- Other Office Equipment (ie: printers, telephones)
- Faculty computers
- Faculty software
- Other

Type:

- New
- Upgrade
- Replacement
- Not Applicable

Status:

- New and will become ongoing
- Previously funded ongoing expense
- Previously funded with increase in cost

Item Description (for ordering)

Quantity:

Unit Cost

Tax:

Shipping/Handling:

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification Questions:

1. Who will use these supplies or equipment?
How will access for students be improved?

Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

Category:

- Insurance
- Accreditation Costs
- Dues/membership
- Registration or entry fees
- Recruiting and marketing costs
- Awards/graduation costs
- Athletics: Umps and referees
- Athletics: Meals and Travel
- Service Contracts (maintenance, repairs, laundry, hazardous waste removal, etc.)
- Other (describe)

Status:

- New one time only
- New ongoing
- Previously funded ongoing
- Previously funded (increased cost)

Annual Cost:

Previous (if applicable):

Justification: Please comment on request in terms of how it benefits your program, faculty and/or students:

Faculty Members

I. Program Faculty

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

Last Name **First Name** **MI** **Year Retired:**

Status	Shared w/other program(s):	Summer 2009 TU	Fall 2009 TU	Spring 2010 TU	Reassigned
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Years of Service:

Specialty:

Leadership: List involvement in committees or other service

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

For What Class: Units/Class Number of Sections/Year Existing or New Course

To meet Program requirements for the following:

Health and/or Safety

Scheduling

Title 5 / Ed. Code

Waitlists (Lack of sections)

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Faculty Requirements

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.
2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.
3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).
6. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.
7. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
8. **Current or forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.
10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested additional units or FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Support Staff:

I. Current Support Staff

List of Support Staff

Name: Type Purpose : Hours/Week To support: # of Students/classes

Leadership: List involvement in committees or other service

****Type =**

Full time
Part Time
Hourly
Workstudy

Purpose =

Clerical
Instructional Specialist
Computer Tech
Lab Assistant
Lab Tech
Shop Tech
Testing
Tutoring
Other

Additional Staff Requests

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

Purpose	Type	Hours/Week	To support: # of Students/classes
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Purpose =

Clerical
Instructional Specialist
Computer Tech
Lab Assistant
Lab Tech
Shop Tech
Testing
Tutoring
Other

****Type =**

Full time
Part Time
Hourly
Workstudy

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

Summary Section:

- I. **Best Practices:** Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.
- II. **Program Resources:** Please summarize requests made in the program review for staffing, facilities, new curriculum, instructional materials or equipment.
- III. **Planning:** What data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
- IV. **Assessment of 2008 Program Reviews:**
 - a. What resources have you been granted from your previous program reviews?
 - b. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
 - c. What changes have you implemented based on previous program reviews?
 - d. What results have you found?
- V. **Fall 2009 Requests Summary**
 - a. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
 - b. Summarize briefly why you want each one.
 - c. Summarize your overall rationale.
- VI. **Other concluding remarks.**

DEPARTMENT CHAIR COMMENTS:

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
3. Please comment on the faculty and staff sections.

4. Area Directors and Deans Comments

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
3. Please comment on the faculty and staff sections.
4. Please itemize expenses currently covered by external funds that may revert back to general funds.

SUBMISSIONS PAGE CHECK-OFF

- SIGNATURE PAGE
- PROGRAM OVERVIEW
- THE FIVE PATHWAYS
- STUDENT ACCESS AND SUCCESS
- FACILITIES
- CURRICULUM
- STUDENT LEARNING OUTCOMES
- INSTRUCTIONAL EQUIPMENT SECTION
- INSTRUCTIONAL TECHNOLOGY SOFTWARE ITEMS
- INSTRUCTIONAL TECHNOLOGY HARDWARE FOR LAB/CLASSROOM
- INSTRUCTIONAL OPERATING SUPPLIES
- MISCELLANEOUS INSTRUCTIONAL MATERIALS
- SUPPLIES and EQUIPMENT SECTION
- OTHER NON-INSTRUCTIONAL COSTS SECTION
- FACULTY MEMBERS
- NEW TUS OR ADDITIONAL SECTIONS REQUESTS
- FT FACULTY NEEDS
- CURRENT STAFF
- ADDITIONAL STAFFING REQUESTS
- SUMMARY
- Department Chairs comments
- Area Dean's comments

DATE OF FACULTY SUBMISSION:

DATE OF DEPARTMENT CHAIR SUBMISSION:

DATE OF AREA DEAN'S SUBMISSION:

Resources Section:

1. Instructions
 - a. Template pdf
 - b. Formatting Instructions
 - c. Program Review Definitions
 - d. Program Review Handbook

2. Reports
 - a. Educational Master Plan
 - b. Strategic Plan 2009-2012
 - c. Transfer Report
 - d. General Education Course List

3. Rubrics
 - a. For Instructional Equipment

4. Data
 - a. Credit PR Definitions
 - b. Credit Demographics
 - c. Credit WSCH/Grades
 - d. Credit Summer WSCH/Grades
 - e. Noncredit PR definitions
 - f. Noncredit Demographics (and Enrollment)
 - g. Community Education Data
 - h. Pathways Data
 - i. Student Success by Demographics – Arts
 - j. Student Success by Demographics – Career
 - k. Student Success by Demographics – Basic Skills (including BS Math)
 - l. Student Success by Demographics – Science (Transfer)
 - m. Student Success by Demographics - Nonscience (Transfer)

5. Other links
 - a. To previous year's Program Reviews
 - b. To Curriculum Page
 - c. To SLO WIKI <http://com-academic-senate-slos.wikispaces.com/>