

San Luis Obispo County Community College District INSTITUTIONAL PROGRAM PLANNING & REVIEW (IPPR) Document 2013-2014

- *Annual Program Planning Worksheet (APPW)*
- *Comprehensive Program Planning & Review (CPPR)*
- *Unit Plan*

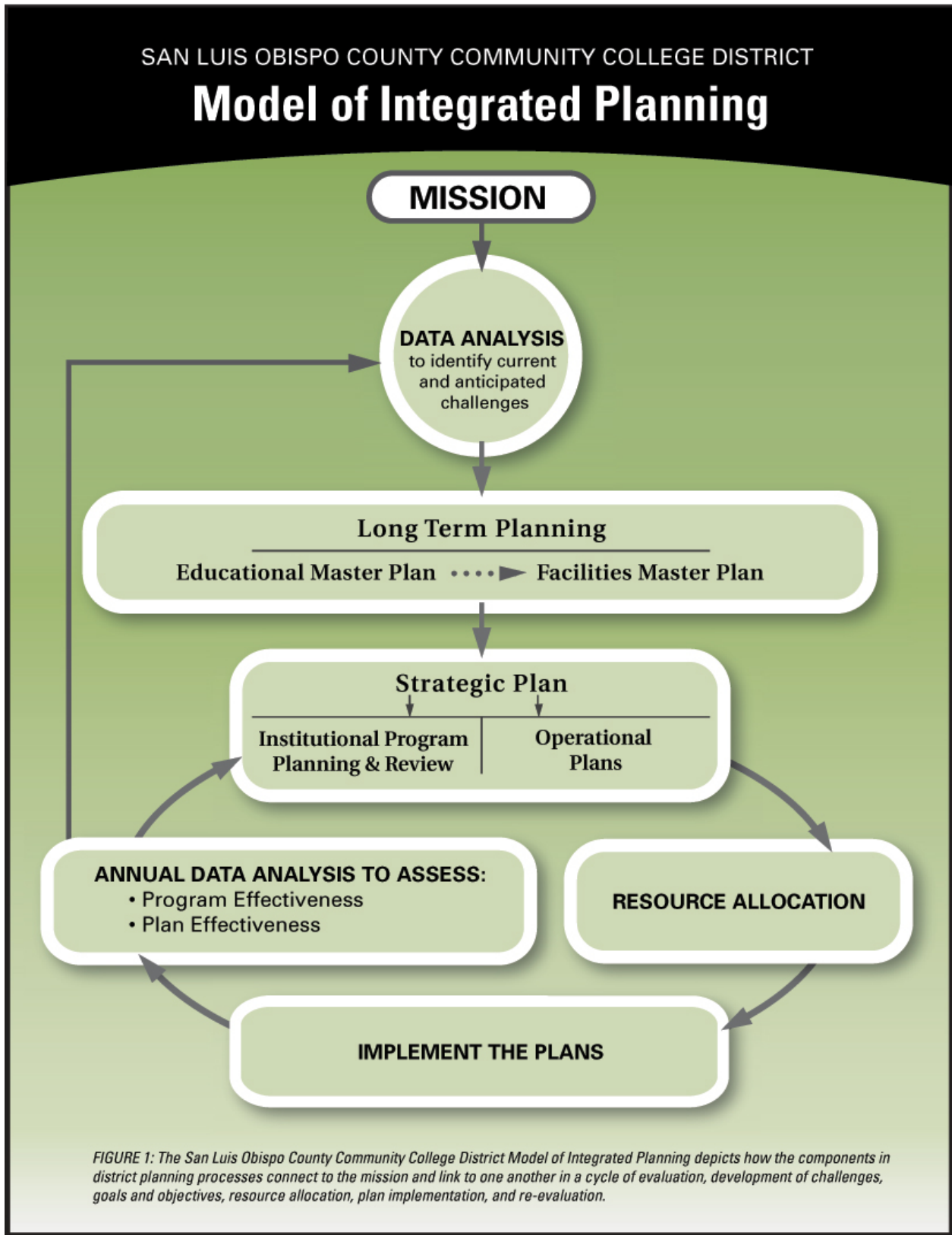
San Luis Obispo Campus

North County Campus

South County Center

Distance Education

MODEL OF INTEGRATED PLANNING (FIGURE 1)



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SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT OVERVIEW OF IPPR DOCUMENT THIRD ED. (2013-2014)

The Institutional Program Plan and Review Document is a district-wide document that allows all departments and divisions to use the IPPR for the purposes of comprehensive program review and for annual program review updates, as well as annual unit plan funding requests.

The Institutional Program Plan and Review (IPPR) Document contains the following primary elements:

- The Comprehensive Program Plan and Review (CPPR)
- Career Technical Education Two-year Program Review
- Annual Program Planning Worksheet (APPW)
- Unit Plan including Excel Worksheets

These elements are to be submitted electronically as two files, the IPPR document (a Word document) and the Unit Plan worksheets (Excel documents). The signature page needs to be submitted as a hard copy. On the deadline established, they are submitted to the cluster administrator responsible for the management of the program, division, and/or department.

Also included in the IPPR document are supporting resources and supplemental documents used when completing the IPPR:

- District Planning Documents –the District Mission, The Institutional Goals, the SLOCCCD Strategic Plan 2012-2014, the SLOCCCD Educational Master Plan 2011-2016, District-Wide Measurements/Data, SLOCCCD Institutional Effectiveness Outcomes (IEOs), SLOCCCD Institutional Learning Outcomes (ILOs), and the Student Characteristics Report 2005-2009
- Faculty Hiring/Prioritization Information
- Course Program Assessment Summary (CPAS)
- CPPR Course-level SLOs and Assessment – as an alternative to CPAS
- Signature Page

Annual Processes – The Annual Program Planning Worksheet (APPW) and Unit Plan

Annually, all district programs complete an APPW (except during years for Comprehensive Program Planning and Review), and each instructional, administrative and student services division or department completes an annual Unit Plan.

IPPR Documents

APPW

All district-wide programs in the Academic Affairs Cluster, the Student Services Cluster, the Administrative Services Cluster and the President's Cluster use the same Annual Program Planning Worksheet included in the IPPR.

- IPPR Worksheet Annual Program Planning Worksheet
- Additionally, instructional programs are asked to include the Faculty Hiring/Prioritization Information if applicable

Unit Plan

All district Divisions and Departments use the same Unit Plan document and worksheets. Unit plans are the vehicle used to tie Program Review to resource allocation.

- Unit Plan Narrative
- Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests
- Personnel Requests Unit Plan Worksheet — Personnel Funding Requests
- Supplies Requests Unit Plan Worksheet — Supplies Funding Requests
- Equipment Requests Unit Plan Worksheet — Equipment Funding Requests
- Facility Requests Unit Plan Worksheet — Facility Funding Requests
- Technology Unit Plan Worksheet — Technology Funding Requests
- Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs

Scheduled Process – The Comprehensive Program Planning and Review (CPPR)

On a cycle of four or five years – four for Career Technical Education (CTE) programs and five for non-CTE programs – each program must complete a Comprehensive Program Plan and Review (CPPR).

In the IPPR document, required CPPR documents are organized by Cluster:

Instructional CPPR – To be completed by all Academic Affairs Units

- Instructional CPPR narrative sections
- Faculty Hiring Prioritization Information (if applicable)
- Course Program Assessment Summary (CPAS)

Student Services CPPR – To be completed by the VP Student Services Cluster

- Student Services CPPR narrative sections
- Faculty Hiring Prioritization Information (if applicable)
- Course Program Assessment Summary (CPAS)
- Course-level SLOs and Assessments (if applicable)

Administrative Services CPPR – To be completed by the President's Cluster and VP Administrative Services Cluster

- Administrative Services CPPR narrative sections
- New Course and Program Assessment Summary (CPAS) document

Submit the CPPR to the cluster administrator responsible for the program. When submitting the CPPR, submit the completed, relevant sections of the IPPR Document and Excel Worksheets electronically to your cluster administrator by the due date provided, with the Unit Plan included.

The CTE Two-Year Program Review

Career Technical Education programs will operate on a four-year cycle, and every second and fourth year, programs, as per Ed Code 78016, will submit a brief CTE Two-year Program Review to supplement other program planning documents. Therefore, career technical educational (CTE) programs will adhere to the following four-year schedule:

- Year One: APPW with Unit Plan
- Year Two: APPW with Unit Plan and CTE Two-year Program Review
- Year Three: APPW with Unit Plan
- Year Four: CPPR with Unit Plan and CTE Two-year Program Review

The following elements of the IPPR Document must be completed for a successful CTE Two-year Review:

- IPPR Document: CTE Two-year Review Narrative

IPPR 2013-2014 UPDATES AND TIPS

APPW: The APPW now includes prompts that direct programs to demonstrate how their work helps the district achieve its Institutional Objectives and Goals. In addition, the student learning outcomes sections now have prompts to direct programs to describe program improvements and budget requests that have come from the assessment of student learning outcomes. Finally, programs are asked to project how they will respond to the predicted budget and FTES targets for the next academic year.

CPPR: In the instructional CPPR, the Course SLOA Assessment Worksheet has been removed. Instructional programs will submit Course or Program Assessment Summary documents in lieu of the worksheet.

The Unit Plan: The annual Unit Plan is the vehicle that links program review to resource allocation.

Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests: Indicate which prior year top ten requests were funded and which were not and briefly describe the impact on your program. If you only received “partial funding,” please indicate this in the description. If funded, please indicate the source of the funding: Categorical=C, Foundation=F, Associated Students of Cuesta College =AS, Grant=G, General Fund=GF or Other Revenue Sources=R. An example of other revenue sources would be ticket sales for Performing Arts or parking citations for Public Safety.

Personnel Requests Unit Plan Worksheet — Personnel Funding Requests: List all funding requests under the categories of personnel. Under personnel, there is not an “hourly” category because SLOCCCD has discontinued the practice of hiring hourly employees. The classified personnel area includes regular classified employees, short-term employees and substitute employees. Short-term employees are those described as employed to perform a service for a specific period of time for work that will not be extended or needed on a continuing basis. Substitute employees are filling a vacancy for no more than 60 days. For further clarification of short-term or substitute employees, contact the Human Resources Office.

The Justification section is central to the planning and resource allocation process. Please provide a concise explanation of need citing relevant Institutional Objectives, Program Review recommendations, analysis of outcomes assessment or other factors.

Supplies Requests Unit Plan Worksheet — Supplies Funding Requests: List all funding requests under the categories of instructional supplies and non-instructional supplies. Do not include technology requests in Supplies Worksheet. There is a worksheet for Technology Requests.

Equipment Requests Unit Plan Worksheet — Equipment Funding Requests: List all funding requests under the categories of instructional equipment and non-instructional equipment. Do not include facility requests in Equipment Requests.

Facility Requests Unit Plan Worksheet — Facility Funding Requests: List all new facilities requests and/or renovations. All facility requests, regardless of anticipated funding source are to be listed on Facility Requests Worksheet.

Technology Unit Plan Worksheet – Technology Funding Requests: Identify and prioritize all Technology Requests. The Technology Committee will review all technology requests and provide recommendations for technology funding priorities to the Planning and Budget Committee. Additionally, technology included in IPPRs will be included in the annual Technology Plan and Review. Please note that if technology is purchased that has not been included in an IPPR, Computer Services may not support that technology.

Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs: This worksheet is a report of the top-ten immediate needs for your unit, except for new faculty requests. Please indicate if the need is one-time or on going in the description for each need.

If you have any other questions, please contact the following members of the 2013-2014 IPPR Committee for technical assistance:

2013-2014 Academic Affairs IPPR Committee team: John Cascamo (Co-Chair), Linda Harris (Co-Chair), Petra Clayton, Sally Demarest and Don Norton

2013-2014 Student Services IPPR Committee team: Nohemy Ornelas

2013-2014 Administrative Services IPPR Committee team: Amy Pike, Toni Sommer

GLOSSARY

ACRONYMS

APPW: Annual Program Planning Worksheet

ARCC Report: The Accountability Reporting for Community Colleges Report

ASO: Administrative Services Outcome

BOT: Board of Trustees for San Luis Obispo County Community College District

COR: Course Outline of Record

CPPR: Comprehensive Program Plan and Review

CPAS: Course Program Assessment Summary

CTE: Career Technical Education

EMP: Educational Master Plan

FTES: Full-Time Equivalent Student

FTEF: Full-Time Equivalent Faculty

IEOs: Institutional Effectiveness Outcomes

ILOs: Institutional Learning Outcomes

IPPR: Institutional Program Plan and Review

PLOs: Program Learning Outcomes

SLOs: Student Learning Outcomes

TSCH: Total Student Contact Hours

WSCH: Weekly Student Contact Hours

EXPLANATION OF TERMS

Administrative Services Outcome Assessment Summary: This form can be used to record Administrative Services Outcome (ASO) assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Annual Program Planning Worksheet (APPW): The APPW is the annual update of the Comprehensive Program Plan and Review (CPPR). It lists the program outcomes and provides information about program progress regarding program and institutional level goals and objectives. It includes an analysis of institutional and program specific measurements/data. The APPW also addresses program assessment and improvements, and program development/forecasting for the next academic year including strategies for responding to budget and FTES targets.

ARCC Report (ARCC): The Accountability Reporting for Community Colleges (ARCC) Report, released annually by the Chancellor's Office, evaluates local data on student success, retention, and other student demographics. At the SLOCCCD, the ARCC Report functions as a portion of the assessment data in measuring institutional effectiveness outcomes (IEOs) at The SLOCCCD. The College Council recently adopted Institutional Effectiveness Outcomes for The SLOCCCD, which includes ARCC measurements as well as other institutional measures.

Career and Technical Education (CTE): CTE are educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Career Technical Education Two-Year Program Review: The Career Technical Education Two-Year Program Review document has been moved to the IPPR, now folding in the requirement to integrate the two-year CTE comprehensive review cycle with the institutional planning processes.

Course and Program Assessment Summary (CPAS): A form approved by the Academic Senate to help faculty document and track student learning outcomes, assessment plans, assessment results, and efforts towards program and course improvement. The CPAS can serve as a living document (to be amended whenever key parts of an assessment cycle are completed), or program faculty may elect to generate a new CPAS for each year or assessment cycle. CPAS forms can be used at both the program- and course-levels. More information about the CPAS and other Institutional Assessment Plan documents can be found at <http://academic.cuesta.edu/sloa>.

Comprehensive Program Plan and Review (CPPR): The CPPR is an in-depth and extensive program plan and review conducted and reported by all instructional, service, and administrative programs on either a 4-year (CTE) or a 5-year cycle. The CPPR provides general information, program outcomes, and program support of the institutional goals and objectives. The CPPR also includes program data analysis and program specific measurements, curriculum review (academic programs), program outcomes assessments/ improvements, and end notes.

CurricUNET: The computer program where the entire curriculum resides at The SLOCCCD. CurricUNET interfaces local campus curriculum design components with both upstream and downstream systems, such as local Student systems, multi-campus curriculum searches, and state reporting standards.

Dean's Analysis of CPPR Pre-Meeting: The purpose of this meeting is to review the CPPR template and the Dean's expectations for development of the CPPR. This meeting should occur by October 2012.

Dean's Analysis of CPPR Post-Meeting: The purpose of this meeting is to review the Dean's narrative analysis, commendations and considerations related to the program. The review will focus on the program's effectiveness and provide feedback to assist the program in meeting or exceeding expectations for effectiveness. This meeting should occur during the following academic year and no later than November 2013.

Educational Master Plan: The educational master plan is the San Luis Obispo County Community College District's long-term plan. As such, this document compare existing conditions to the district mission and, based on that comparison, identify the district's current strengths and weaknesses, and project the district's future challenges and needs. Based on this analysis, Institutional Goals are developed that convey the district's response to the identified challenges.

Educational Master Plan Addendum: The San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum was developed in spring 2012 to resolve deficiencies in the San Luis Obispo County Community College District Educational Master Plan 2011-2016. Specifically, it lists the SLOCCCD Institutional Goals and describes the data-driven rationale for each goal.

Equipment: Expenditures for the purchase of tangible property with a purchase price at least \$200 and a useful life of more than one year, other than land or buildings and improvements thereon. (Examples – microscopes, copiers, welding equipment)

Enrollment Management Plan: The San Luis Obispo County Community College District Enrollment Management Plan is a two-year plan that sets enrollment goals as well as strategies for services, programs, and operations to facilitate student enrollment, retention, and success.

Facilities (new and renovation): The term facilities refers to the physical plan for all district programs owned and/or leased by the district. (Examples: buildings, classrooms, labs, offices, fields, the pool etc.)

Fiscal Plan: The Fiscal Plan is a five-year plan that presents strategies for debt management in order to create long-term fiscal solvency and stability.

Full Time Equivalent Student (FTES): The State statutes deem one full-time student as a student that attends one or more approved courses for an annual total of 525 hours – one FTES represents 525 class contact hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES) is one of the workload measures used in the computation of state aid for California Community Colleges.

Institutional Effectiveness Outcomes (IEOs): The IEOs include outcomes as defined in the annual ARCC Report, as well as additional outcomes related to career education, student diversity/campus climate, and fiscal responsibility.

Institutional Goals: Institutional Goals are developed as part of the San Luis Obispo County Community College District Educational Master Plan 2011-2016 and are broad statements that articulate how the district intends to address current and anticipated challenges.

Institutional Learning Outcomes (ILOs): The combined ILOs statements are the expected student learning outcomes for SLOCCCD students either graduating with A.A./A.S. degrees, or who will transfer to a four-year college or university. These students will be able to demonstrate the knowledge, skills, and attitudes contained within all of the six areas, based on General Education and discipline-specific courses at the lower division level. In addition, these ILOs address some areas of learning that go beyond the current General Education patterns for degrees, and, therefore, all students who attend SLOCCCD will be exposed to at least one ILO as a result of their overall experiences with any aspect of the district, including courses, programs, and student services.

Institutional Objectives: The Institutional Objectives are the short-term, measurable planning objectives that describe more specifically the initiatives that will be undertaken to achieve the Institutional Goals.

Institutional Program Plan and Review (IPPR) Committee: The Institutional Program Planning and Review Committee is responsible for assessing and improving the IPPR process, refining and updating the IPPR Document and for offering technical assistance in completing the entire IPPR Document, including assistance with the APPW, Unit Plan and CPPR.

Instructional Supplies: Instructional supplies are expenditures for supplies to be used by students, faculty, and other personnel in connection with an instructional program. Instructional supplies are those items consumable and non-consumable materials and supplies used for classroom instruction. (Examples: DVDs, test tubes, chemicals, pottery clay, drawing paper, maps, charts etc.)

Instructional Technology: Instructional Technology is used in direct connection with an instructional program. (Examples: Smart Screen, classroom computers, data projectors, clickers etc.)

Integrated Planning Manual: The San Luis Obispo County Community College District Integrated Planning Manual 2012 describes institutional planning in the district and the ways that the district's constituent groups participate in and contribute to planning. This manual is a description of planning processes as well as a commitment to implement planning processes that are linked to one another as described in the Accrediting Commission of Community and Junior Colleges standards.

Non-Instructional Supplies: Non-instructional Supplies are expenditures for supplies and materials used in institutional support services. Non-instructional supplies would include consumable and non-consumable materials and supplies not used for classroom instruction. (Examples: ink cartridges for office computers, paper, tablets, pens etc.)

Non-Instructional Technology: Non-Instructional Technology is used in district support services. (Examples: office computers, scanners, printers etc.)

Operational Plans: Three operational plans that are short-term plans for specific support-of-learning units in the district:

- Technology Plan is a five-year plan that describes major technology priorities that are aligned with the district’s Institutional Goals.
- Fiscal Plan is a five-year plan that presents strategies for debt management in order to create long-term fiscal solvency and stability.
- Enrollment Management Plan is a two-year plan that sets enrollment goals as well as strategies for services, programs, and operations to facilitate student enrollment, retention, and success.

Persistence: Persistence is determined by identifying all students enrolled in a fall semester and tracking those students’ future enrollment patterns to count how many of them subsequently enrolled in the following spring or in the following fall.

Prerequisite/Co-requisite/Advisory Validations: For detailed information, refer to the [Curriculum Handbook](#) (pages 39-41).

Program Learning Outcomes (PLOs): Program Outcomes describe measurable knowledge, skills, abilities, and attributes that result from a program, whether academic, student service, or administrative.

Retention: Retention count is number of students who complete a course with grade of A, B, C, D, F, P, NP, I*, IPP, INP, or FW.

Strategic Plan: The San Luis Obispo County Community College District Strategic Plan 2012-2014 identifies how the district will measure and achieve the institutional goals identified in the San Luis Obispo County Community College District Educational Master Plan 2011-2016.

Student Learning Outcomes (SLOs): Student Learning Outcomes describe the knowledge, skills, abilities, and attributes that students attain by the end of a course, sequence of courses, program or degree.

Success: When a student completes a course with a “C” or “P” or “CR” or better.

Total Student Contact Hours (TSCH): Includes all student contact hours rather than only Weekly Student Contact Hours (WSCH). Courses coded as Daily Contact Hours and Positive Attendance are included in the total.

Weekly Student Contact Hours (WSCH): The number of hours or student contacts during an average week of course instruction for weekly census courses – those coterminous with the primary terms. Attendance contact hours may either be derived by the published class hours, by actual hours, or, in cases such as independent study, the number of hourly-equivalent units.

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT PLANNING DOCUMENTS

- [San Luis Obispo County Community College District Mission](#)
- [San Luis Obispo County Community College District Integrated Planning Manual 2012](#)

MASTER PLANS

- [San Luis Obispo County Community College District Educational Master Plan 2011-2016 Addendum](#) (Includes Institutional Goals)
- [San Luis Obispo County Community College District Educational Master Plan 2011-2016](#)
- [San Luis Obispo County Community College District Facilities Master Plan 2011-2021](#)

STRATEGIC PLANS

- [San Luis Obispo County Community College District Spring 2012 Progress Report](#)
- [San Luis Obispo County Community College District Strategic Plan 2012-2014](#) (Includes Institutional Goals)

OPERATIONAL PLANS

- [San Luis Obispo County Community College District Enrollment Management Plan 2012-2014](#)
- [San Luis Obispo County Community College District Enrollment Management Plan 2011-2012](#)
- [San Luis Obispo County Community College District Technology Plan 2012-2017 Revised Spring 2012](#)
- [San Luis Obispo County Community College District Long-Term Fiscal Plan 2012-2016](#)
- [San Luis Obispo County Community College District Equal Employment Opportunity Plan 2012-2015](#)
- [San Luis Obispo County Community College District Resource Development Plan 2012-2013](#)

INSTITUTIONAL MEASUREMENTS: DATA AND EVIDENCE

DISTRICT-WIDE MEASUREMENTS/DATA

- [Institutional Effectiveness Outcomes Report 2011\(IEOs\)](#)
- [Student Characteristics and Enrollment Trends Spring Semesters \(2006 - 2010\)](#)

PROGRAM SPECIFIC MEASUREMENTS/DATA

INSTRUCTIONAL PROGRAMS

The following data is posted on the San Luis Obispo County Community College District Institutional Research and Assessment website to be accessed by individual programs.

The information provided is to be used in the completion of the APPW and CPPR.

1. Current Accountability Reporting for the Community Colleges (ARCC) Report
2. Program-level FTES, FTEF, and Enrollment Reports
3. Program-level Student Success, Persistence, and Retention Rates
4. Program Degree/Certificate Completions
5. Total Student Contact Hours (TSCH and WSCH) Report
6. Current program-level full-time faculty and Part-time faculty totals
7. Average number of sections offered per semester for each program

STUDENT SERVICES AND ADMINISTRATIVE SERVICES PROGRAMS

1. Program specific data as identified by the Office of SLOCCCD Institutional Research and Assessment
2. Program Outcome Assessment Results
3. Other institutional measurements as identified by the Offices of Student Services and Administrative Services
4. Reference(s) to relevant statutory authority/program regulation and related compliance issues
5. Annual Audits – Annual district fiscal audit and other outside agency audits

UNIT PLAN

Unit:

Cluster:

Planning Year:

NARRATIVE: UNIT PLAN

The unit plan ties program review to resource allocation. For this first segment of the Unit Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.).

EXCEL WORKSHEETS: UNIT PLAN

For the remainder of the Unit Plan, complete the following Excel Worksheets:

- *Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests*
- *Personnel Requests Unit Plan Worksheet — Personnel Funding Requests*
- *Supplies Requests Unit Plan Worksheet — Supplies Funding Requests*
- *Equipment Requests Unit Plan Worksheet — Equipment Funding Requests*
- *Facility Requests Unit Plan Worksheet — Facility Funding Requests*
- *Technology Unit Plan Worksheet — Technology Funding Requests*
- *Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs*

- B. Offer interpretations of data, and identify areas for change to facilitate program quality and growth
- C. Describe program efforts to improve graduation rates, transfer rates and/or certificate completion.

IV. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR.
- B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:
 - Course description
 - Pre-requisites/co-requisites
 - Topics and scope
 - Course objectives
 - Alignment of topics and scopes
 - Textbooks
 - CSU/IGETC transfer and AA GE information
 - Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS NARRATIVE

- A. Summarize assessment results for program-level Student Learning Outcomes (SLOs).
- B. Include a SLO map that indicates how course-level SLOs connect to program-level SLOs. Reference: [Student Learning Outcomes and Assessments](#)
- C. Describe improvement efforts that have resulted from SLO assessment
- D. Describe ongoing and future planned improvements based on SLO assessment.
- E. Recommend changes and updates to program funding based on assessment of SLOs
 - For funding requests complete the applicable Unit Plan Funding Request Worksheet
 - For faculty hiring needs, attach Section H – Faculty Prioritization Process

VI. STUDENT LEARNING OUTCOMES/ASSESSMENTS

Attach Course and Program Assessment Summary (CPAS) form for each course in the program.

Note: Before attaching CPAS documents, faculty will remove raw data results of course-level and program-level SLO assessments, which should remain only with program faculty. In other words, faculty may summarize data results rather than providing the data or exact figures.

VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

Program:

Planning Year:

Unit:

Cluster:

Last Year of CPPR/Voc. Ed Review:

INSTRUCTIONS: CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

- A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - 1) Meets a documented labor market demand.
 - 2) Does not represent unnecessary duplication of other manpower training programs in the area.
 - 3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- D. This section shall apply to each program commenced subsequent to July 28, 1983.
- E. A written summary of the findings of each review shall be made available to the public.

NARRATIVE: Review your CTE program according to the following three prompts with analysis of data provided by the State. If assistance is needed to retrieve data, please contact the Dean of Workforce and Economic Development.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

- I. Meets a documented labor market demand.
- II. Does not represent unnecessary duplication of other manpower training programs in the area.
- III. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

- A. Summarize assessment results for program outcomes.
- B. Describe improvement efforts that have resulted from SLO assessment.
- C. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives.
- D. Recommend changes and updates to program funding based on assessment of program outcomes.
 - For elements that require funding, complete Section D – Unit Plan Funding Requests.
 - For faculty hiring needs, see Section H – Faculty Prioritization Process.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- A. Regulatory changes
- B. Internal and external organizational changes
- C. Student demographic changes
- D. Community economic changes – workforce demands
- E. Role of technology for information, service delivery and data retrieval
- F. Distance Education impact on services
- G. Providing service to multiple off-campus sites
- H. Anticipated staffing changes/retirements

VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
- B. Plans for improvement
- C. Support for institutional goals and objectives
- D. Student and program outcomes evaluation
- E. Recommendations from external agencies
- F. New service coordination and collaboration – internal and external programs
- G. Anticipated job description revisions based on program changes
- H. Staff training/professional development needs

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

- A. Personnel
- B. Equipment/furniture (other than technology)
- C. Technology
- D. Facilities

- B. Give interpretations of Data and Identify Areas for Change to Facilitate Program Quality and Growth
- C. Summarize Assessment Results for Program Outcomes
- D. Describe improvement efforts that have resulted from SLO assessment
- E. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives
- F. Recommend changes and updates to program funding based on assessment of program outcomes
 - For elements that require funding, complete Section D – Unit Plan.

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

- A. Summarize assessment results for program outcomes.
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- C. Recommend additional improvements to the program based on assessment of outcomes and progress towards institutional goals and objectives.
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V. ANTICIPATED SERVICE CHALLENGES/CHANGES

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VI. PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV
- B. Plans for improvement
- C. Support for institutional goals and objectives
- D. Student and program outcomes evaluation
- E. Recommendations from external agencies
- F. New service coordination and collaboration – internal and external programs
- G. Anticipated job description revisions based on program changes
- H. Staff training/professional development needs

VII. OVERALL BUDGET IMPLICATIONS

(Will be reflected in district planning and budget process)

Elements:

- A. Personnel
- B. Equipment/furniture (other than technology)
- C. Technology
- D. Facilities

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there are no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council:

- *Worksheet A.1: Subjective Ranking Sheet*
- *Worksheet B.1: Objective Criteria for Teaching Faculty*

D. Applicable Signatures:

Dean

Date

Division Chair

Date

Faculty

Date

Faculty

Date

The above-signed individuals have read and discussed this review. The Division Chair and Faculty in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Dean’s narrative analysis. The signatures do not necessarily signify agreement.

ADMINISTRATIVE SERVICES OUTCOME ASSESSMENT SUMMARY

This form can be used to record Administrative Services Outcome (ASO) assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

UNIT:

DATE:

v. 2 2012

Staff involved with the assessment and analysis: _____

1	Administrative Service Outcome (ASO) Statements	
2	Assessment Methods Plan (identify assessment instruments)	
3	Assessment Administration Plan	
4	Assessment Results Summary (summarize Data)	
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	
6	Recommended Changes & Plans for Implementation of Improvements	
7	Description or evidence of dialog among staff and Cluster about assessment plan and results	