Instructional Program:

Document Prepared By:

2013 – 2014
# Part I

## Program Profile

### A. The Purpose

**The Statement of Purpose**
What is the role your program plays in the College Mission?

**Program Goals**
What are your administrative and student learning objectives?

### B. The Faculty

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Part-time Faculty</th>
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<tr>
<td>List the names of your full-time instructors:</td>
<td>List the names of your part-time instructors:</td>
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**Credentials and Accomplishments of Faculty (full-time only)**

Note: To simplify this, consider pulling curriculum vitae from the Teaching Portfolio Rubric and accomplishments and professional development activities from the Outline of Professional Development Activities that are both found in your most recent Portfolio.

1. **Name of full-time faculty member:**

   **Credentials:**
   - *Undergraduate Degree:*
   - *Graduate Degree:*

   **Accomplishments:**
   - 

   **Professional Development Activities of Faculty**
   - 

2. **Name of full-time faculty member:**

   **Credentials:**
   - *Undergraduate Degree:*
   - *Graduate Degree:*

   **Accomplishments:**
   - 

   **Professional Development Activities of Faculty**
   - 

3. **Name of full-time faculty member:**

   **Credentials:**
   - *Undergraduate Degree:*
Graduate Degree:
Accomplishments:

Professional Development Activities of Faculty

4. Name of full-time faculty member:

Credentials:
- Undergraduate Degree:
- Graduate Degree:
Accomplishments:

Professional Development Activities of Faculty

5. Name of full-time faculty member:

Credentials:
- Undergraduate Degree:
- Graduate Degree:
Accomplishments:

Professional Development Activities of Faculty

6. Name of full-time faculty member:

Credentials:
- Undergraduate Degree:
- Graduate Degree:
Accomplishments:

Professional Development Activities of Faculty

7. Name of full-time faculty member:

Credentials:
- Undergraduate Degree:
- Graduate Degree:
Accomplishments:

Professional Development Activities of Faculty

B. The Faculty - Who is Teaching Online?
1. What percentage of faculty teach online?
C. The Students

**Breakdown of Students by Type**
Planning will provide you with enrolled numbers by AAS, certificates, diploma, etc.

**Specific Programs That Require Your Courses**
List any course(s) in the program that you teach that is/are required from another area or program:

**Numbers Served, Registrations and Graduates**
Planning and Research will provide tables of data for:
Numbers enrolled in program, gender, Race, Age, FT/PT student breakdown, Grades, and delivery method.

**Online Classes**
Please list the percentage of Blackboard classes (have you made any changes or improvements?) What demographic trend have you noticed with reference to online vs. seated classes (have you made any changes or improvements?) What percentage of students is successfully completing courses with reference to online vs. seated?

**Demographic Information on Students**
Briefly describe: Do you have a high concentration of females/males? What does a typical student in your program look like (i.e., do they usually take a certificate program first and then the AAS degree)? Do your students usually come from high school or are they older students looking for a career change? Other…

**Trends**
Include a summary of how your program has grown, or how industry requirements have changed your program courses in the last couple of years, or info about grads and where they usually are employed. Also, what trend information do you have from your national associations, community input, employers, grads, advisory committees, etc.?
Part II
Program Content

A. Definition of program
For whom is it intended?

Criteria for admissions to program (if any)

B. Curriculum for coursework
Service courses for general education core

Stand-alone programs

Degrees, certificates, diplomas

Other

C. External Accreditation (the process, what is involved & status)

D. Innovations, new programs, new courses, state-wide or national efforts, diversity applied to curriculum

E. Testing and Remedial Coursework

F. Distance education offerings and use of technology
   1. Is this program offered fully online? Describe the technology used for distance course offerings.
G. Program Review Learning Resources Assessment

Program Review Learning Resources Assessment

Please examine circulating books, reference books and online reference sources, audio-visual material, and online subscription resources (databases).

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<tr>
<th>The book collection meets the needs of instructors and students.</th>
<th>Yes</th>
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<th>The online reference collection meets the needs of instructors and students.</th>
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<th>The A-V collection meets the needs of the instructors and students.</th>
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<td>If no, list items to add and/or subject areas to improve.</td>
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| Online journals/ databases that support this program are:                 |
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<td>If no, list recommended resources to add and/or subject areas that need additional support.</td>
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The following materials were removed from the collection. Please attach as list of materials that need to be removed from the collection. Indicate if each item needs to be replaced with a later edition or other resources on the subject.

Additional comments:

______________________________________________________________________________
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Form A
Assessment Report for Instructional Programs

Name of Instructional Program

Degree Level (Associate, Certificate, Diploma)

Academic Year Reviewed

Date Submitted

Description of Students Served:

Program Outcomes
Intended Program Outcome:
Intended Program Outcome (EXAMPLE)
At the completion of Allied Health programs where students may sit for a licensure or certification exam, students will successfully complete those exams.

Means of Assessment for Program Outcome:
Means of Assessment for Program Outcome (EXAMPLE)
  a. Percentage of students who graduate from the respective programs and sit for licensure/certification exam within one year
  b. Percentage of students who pass the licensure/certification exams on the first attempt

Intended Program Outcome 1:

Means of Assessment for Program Outcome 1:

Intended Program Outcome 2:

Means of Assessment for Program Outcome 2:

Intended Program Outcome 3:

Means of Assessment for Program Outcome 3:
CCC General Education Competencies

Academic Programs prepares graduates for lifelong learning and active participation in a global economy by providing a comprehensive core of general education enabling students to:

• express themselves clearly and correctly in speech and writing
• read and analyze relevant literature
• employ various modes of inquiry
• think critically and analytically
• demonstrate mathematical competency
• demonstrate computer literacy

Please describe/explain how your program objectives achieve CCC’s General Education Competencies: This can be done by listing which specific course(s) involve a certain event that demonstrates student attainment of a competency. Also, give a brief description of the event(s).

Learning Outcomes

Intended Learning Outcome 1:

Intended Learning Outcome (EXAMPLE)
At the completion of all programs in the Humanities department, students will be able to express themselves clearly and correctly in speech and writing. Note: This speaks to one of CCC’s General Education competencies.

Means of Assessment for Learning Outcome 1:

Means of Assessment for Learning Outcome (EXAMPLE)

a. Embed at least one written assignment and one oral presentation in each Humanities course.
b. Students complete one written assignment and one oral presentation with a grade of “C” or better in each Humanities course.

Intended Learning Outcome 1:

Means of Assessment for Learning Outcome 1:

Intended Learning Outcome 2:

Means of Assessment for Learning Outcome 2:

Intended Learning Outcome 3:

Means of Assessment for Learning Outcome 3:

Administrative Objectives (if applicable)

Intended Administrative Objective:

Intended Administrative Objective (EXAMPLE)
All programs have established advisory committees that meet on an annual basis.

Means for Assessment for Administrative Objective:

Means for Assessment for Administrative Objective (EXAMPLE)
Advisory meeting minutes for each program are collected and reviewed annually and forwarded to the Director of Planning and IE.

**Intended Administrative Objective 1:**

**Means of Assessment for Administrative Objective 1:**
Part III
Success of Student Learning Outcomes

In this section, you will discuss the results from assessment of the Student Learning Outcomes identified in Part II, Form A.

A. Process of identifying outcomes

B. Administrative Objectives

C. Student Learning Outcomes (specific to coursework or program area)

Possible Outcome Results --
Examples: Job placement, transfers, passing rates for licensure and certification exams, passing rates of students in developmental courses, success rate of developmental students in subsequent college-level courses, program enrollment, student satisfaction of program completers and non-completers, goal completion of program completers and non-completers, curriculum student retention and graduation, employer satisfaction with graduates, employment status of graduates, employer satisfaction with customized training, etc.

Learning Outcome 1: (List your Learning Outcome 1)

Results of Learning Outcome 1:

Learning Outcome 2:

Results of Learning Outcome 2:

Program Outcome 1:

Results of Program Outcome 1:

Program Outcome 2:

Results of Program Outcome 2:

Administrative Outcome:

Results of Administrative Outcome 1:

Place text in row where * shown
Part IV
Need for Change

A. Strengths identified by external sources
(Advisory Committees, most common employers of our students, etc.)
*

B. Weaknesses identified by external sources and students
*

C. Recommendations by program staff to improve the program
*

D. Suggested ways (from faculty) to improve student success in both seated and online classes.
*

E. Strategies for change
*

*Place text in row where * shown
# Resource Needs Checklist
## With Cost Estimations

A. Resources needed to meet immediate or short-term goals:

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<th>Resource</th>
<th>Cost Estimate</th>
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B. Resources needed to meet long-term goals:

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<th>Resource</th>
<th>Cost Estimate</th>
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