Department Name
5-Year Comprehensive Program Review
For Career and Technical Education Departments
Program Self-Study Report

Submitted By: [type name and title here]

Submission Date: [type month/year of submission here]

Link to Department Website: [insert here]

Table of Contents

Course Offerings & Student Learning Outcomes

Community Needs
Instructional Innovations
Marketing and Recruitment

Program Review
CTE Self-Study Report

Section I: Overview of Department Program

Executive Summary

Provide a <u>one paragraph department overview</u> to include:
- Type of degrees offered (AA, AS, AAS, degree with designation)
- Department Chair:
- Number of full-time faculty:
- Number of part-time faculty:
- Other employed program support personnel:
- Ratio of students to instructor (lecture):
- Ratio of students to instructor (lab):

Section I: Department in Context of the College

A. Mission & Goals
1. State the mission and goals[i] of the department.
2. List the department's current CTE Advisory 5-Year goal Plan
3. Explain how the department mission and goals fit within the institutional mission and goals. Specifically, explain how the department goals align with PPCC and/or CCCS goals, including the PPCC Strategic Plan (Destination 2022), the PPCC Focus Goals, and/or the CCCS Strategic Plan CCCS Strategic Plan.
4. Program Description
    a. [insert the program description from the catalog]
    b. Identify Program Learning Outcomes[ii]. Identify any changes that need to be made in the catalog description, including the addition of Program Learning Outcomes, if not currently present.
5. Describe the department's recruiting methods
6. Does the department conduct regular Program Information Sessions?

C.   Program accreditation

    1. Is the program accredited by any outside agency?
    (Complete the following if yes)
        a. What is the accrediting body?
        b. What is the typical cycle of accreditation?
        c. When will the program undergo its next accreditation review?
        d. What programs are accredited within the department?
        e. List the last accreditation team report

2. If the program does not hold an outside accreditation, please complete the following:
    Is the department seeking future outside accreditation?
If so, what is the name of the organization?

Special Admission requirements, if any:
1.   List any admission requirements specific to the department/program.
How well have these requirements served the goals of the department/program?
Does the department publicly display special admission requirements or physical ability needs either in printed material or on the program's website? If so, identify where.

Section II: Department Overview

A.   Statement of program learning outcomes and linkage to courses
        1.   List the program student learning outcomes (PLOs)
Are these learning outcomes posted on the department website and in the college catalog?
Does the department/program prepare students for industry, continuing education, and/or transfer?
What is the rationale for the organization and sequencing of courses in the program(s)?
        2.   Evidence of program quality from external sources (e.g., advisory committees, accrediting agencies, etc.)
Facilities Effectiveness
1. Describe how the facilities support the educational needs of the program. Include:
            a. equipment
            b. classroom space
            c. lab space
            d. resources (including the library)
            e. other
2. Describe procedures for maintenance and replacement of program equipment and resources. (if applicable)

Section III: Student Learning

A.   Support of general education by the department/program

    1.   What general education courses are required for the degree(s)?
    2.   What additional general education content is taught or supported within in the department/program's courses?

B. Evidence of student achievement in the student learning outcomes for the program.

    1.   What evidence does the department/program have regarding students' proficiency in the student learning outcomes for the program?
    2.   Based on this evidence, how well do students master and apply the knowledge and skills specified in the student learning outcomes?
    3.   How has the department/program acted to improve student learning based on the assessment data?
    4.   Does the department/program have data that indicates how successful its interventions to improve student learning were? If so, how successful were the interventions?
    5.   Based on the department's self-study, are there any planned changes in student learning outcomes, curriculum enhancements, textbook choices, course assignments, etc.? If so, describe these planned changes.
    6.   Describe how career related employment and/or experience (e.g. on-the-job training, externships, fellowships, cooperative training) provide the opportunity to practice at the professional level and how the experience is monitored to provide a valuable part of the curriculum.

C. Instructional Support Engagement and Activities
    1.   List High Impact Practices (HIPs) activities and the associated courses.
    2.   Describe or provide a summary of HIPs activities and engagement within the department and associated courses
    3.   Each Professional Development Week (PDW), the Center for Excellence in Teaching and Learning (CETL) provides numerous sessions to support faculty and instructors. List topics or ideas that the program has incorporated from these PDW sessions.
    4.   List the professional development activities within the department for the past five years.

Table 1: Professional Development (PD) of Department (if table fills more than 1 page, place in the appendix and note that its location)

Name	PD Event	Dates	Faculty or Adjunct	Funding Source (if PDW use CETL)

    1.   What changes or improvements has the department made based on the PD received.

Section IV: Program Details

A. Program Faculty & Adjuncts
   1. Populate the table below for the department's full-time faculty load information from the most recent year.

Table 2: Aggregate Faculty Load (remove any personally identifying data)

Total Faculty Annual Load	Total Faculty Annual Teaching Load	Total Faculty Annual Load other than Teaching

   2. Describe the process for Chair appointment, amount of time the current chair has served and the department's transition plan for future chairs.

   3. Populate the table below for the teaching percentage of adjuncts for department courses[iii]. Exclude full time faculty overloads from adjunct count.

Table 3: Teaching Percentage of Adjunct Instructors

Item	2018-19	2017-18	2016-17	2015-16	2014-15
Annual unduplicated adjunct seat count					
Number of adjuncts					
Percentage of sections taught by adjuncts					

   4. List all other employed program support personnel and their title. Include work-studies, tutors, program specific admins, etc....

   5. Populate annual FTE, seat count, and headcount in the table below.

Table 4: Annual FTE, Seat Count, Headcount

Academic Year	Annual FTE	Seat Count	Headcount
2018-19			
2017-18			
2016-17			
2015-16			
2014-15			

6. Populate annual FTE from High School students in the table below (if applicable).

Table 5: High School FTE

Item	2018-19	2017-18	2016-17	2015-16	2014-15
Program Annual FTE					
Percent of annual FTE from high school students					

7. Populate the number of sections offered at High School campuses (if applicable) in the table below.

Table 6: Number of Sections offered at each High School Campuses

Course Name & Number	H.S. Location	2018-19	2017-18	2016-17	2015-16	2014-15

8. Populate the total # of FTEs for the high school(s) your department serves in the table below.

Table 7: Total FTEs at High School Campuses

Total # of FTE	High School Name	2018-19	2017-18	2016-17	2015-16	2014-15

9. Populate annual FTE from Career Start students in the table below (if applicable).

Table 8: Career Start FTE

Item	2018-19	2017-18	2016-17	2015-16	2014-15
Program Annual FTE					
Percent of annual FTE from high school students					

10. Populate table with program completion data.

Table 9: Program Completion

Item	2018-19	2017-18	2016-17	2015-16	2014-15
Number of 2-year Degrees Awarded					
Number of Certificates Awarded					
Number of Professional Certifications Awarded					

11. Discuss Graduation Survey data (VE-135 or other) as it relates to how well the program is meeting student expectations. Include Graduation Survey data tables in the Appendix.[iv]

B. Course Offerings
1. If the department has adjusted course offerings over the last 5 years discuss why the changes were made, what changes were made, and what data/information was used to justify these changes? Also discuss the outcome of these changes. Did the changes achieve the desired outcome?

2. Discuss all delivery formats in which students can complete the program (i.e. day only, evening only, or online only student). Populate table below with list of courses offered and format of offering.

Table 10: Course Offerings by Time or Format[v]

Course Number & Title	Day	Evening	Weekend	Online

3. Discuss which degrees may be completed through each of these formats.

4. Populate the table below with data showing the number of courses offered by campus and attendance, for past academic year.

Table 11: Number of Course Offerings by Campus

Course Number & Title	Centennial	Rampart	Downtown	Online	Other	High School Campuses

5. Discuss whether or not students can complete a degree exclusively at any one campus location, including the non-major classes, such as Math and English requirements.

6. Populate the following table with the number of sections offered each year

Table 12: Number of Section Offerings

Course Number & Title	2018-19	2017-18	2016-17	2015-16	2014-15

C. Course Offerings & Student Learning Outcomes
1. Describe how the department's student learning outcomes prepare students for industry?
2. Describe changes the department has made to student learning outcomes or assessment tools in the past five years and what prompted those changes.

D. Instructional Innovations
1. Discuss noteworthy innovations implemented by the department in the past 5 years to improve instruction, curriculum, student learning, and any other aspects of the department operation as a result of your assessment work.

Section V: Key Performance Indicators

A. Course Success Rates—Populate the tables below with pass and fail rate data

Table 14: Pass Rates by Course (A, B, C, S)[vi]

Course Number & Title	2018-19	2017-18	2016-17	2015-16	2014-15

Table 15: Fail Rates by Course (D, F, U)

Course Number & Title	2018-19	2017-18	2016-17	2015-16	2014-15

1. Discuss any significant trends in delivery style and pass or fail rates.
2. Discuss any high fail courses and potential solutions.
3. Discuss strategies used by the department to improve pass rates.

B. Student Retention in Courses—Populate the tables below with withdraw and drop data

Table 16: Withdraw Rates by Course

Course Number & Title	2018-19	2017-18	2016-17	2015-16	2014-15

Table 17: Drop Count by Course

Course Number & Title	2018-19	2017-18	2016-17	2015-16	2014-15

1. Discuss retention rates as indicated by drop counts and withdrawal rates, including any specific trends.
2. Discuss department strategies to increase student retention in courses (and reduce student withdrawal and drops).

C. Transfer and Articulation Evidence and Agreements-
1. List all institutions with which your department holds transfer agreements and specify the nature of that agreement. Indicate which institutions are the highest destination locations for your students.
2. List all secondary articulations with which your department has active agreement and specify the nature of that agreement.

D. Student Course Evaluations
1. Provide general observations on course evaluation trends based on recent course evaluations. Identify changes that the department has made based on course evaluations to improve instruction.
2. Identify any links between course evaluations to assessment practices.

E. Student Demand
1. Populate the table below with student demand data.

Table 18: Average Class Size & Fill Rate by Program

Academic Year	Number of Sections	Average Class Size	Fill Rate
2018-19			
2017-18			
2016-17			
2015-16			
2014-15			

2. If fill rates are low, provide an analysis as to why rates are low (e.g. identify semester and courses that may cause lower fill rates for program, industry and/or system level changes, etc.)
3. Discuss how student demand for the departmental courses has/is changing? What factors may be contributing to this change?
   a. What is the likely future demand for departmental courses? Discuss the factors the department considered in reaching this conclusion (examples: transfer agreements, AA, AAS requirements, GT pathways, local economic growth/decline and changing community needs).
   b. What action, if any, does the department plan to take based on the assessment of current/future demand

Section VI: Stakeholder Connections

A. Internal Stakeholder Connections
   1. Discuss Department's relationship with internal stakeholders at PPCC:
      a. Clubs
      b. Learning Commons
      c. Tutoring
      d. Other (list and explain)
B. External Stakeholders Connections
   1. Discuss how the department is meeting the needs of the local community.
   2. Identify any community organizations that the department collaborates with and the nature of that collaboration.

C. Marketing and Recruitment
   Describe department marketing strategies and student recruitment efforts.

D. Campus Infrastructure and Support
   Discuss any structural barriers to growth opportunities in terms of facilities and equipment (such as classroom, office, and lab space, equipment)

Section VII: Evidence of the Placement

   A. What evidence does the department have regarding the rate of employment of its graduates?
   B. How well do the graduates perform once employed?
   C. Does the program conduct an employer evaluation for graduates? If so, include as an appendix.

THE BELOW DATA WILL COME FROM INSTITUTIONAL EFFECTIVENESS.

Table 19: Student Completer Data

Academic Year	Students Completed	% Employed (Total)	% Employed (in Related Field)	% Employed (in Unrelated Field)	% Students Continuing Education	*Total "Positive Placement" %
2012-2013						
2013-2014						
2014-2015						
2015-2016						
2016-2017						
5-Year Avg						
* "Positive Placement" = the total % of students that are either employed in field, employed in unrelated field, continuing their education, or in military service.						

Section VIII: Evidence of Cost-Effectiveness of the Department/Program

    A. How does the department/program characterize its cost-effectiveness?
    B. What would enhance the cost-effectiveness of the department/program?
    C. Are there considerations in the cost-effectiveness of the department/program that are unique to the discipline or its methods of instruction? If so, specify.
    D. List any current and potential grant funding, and include funding amounts. This includes Perkins.

Section IX: Future Plans

A. Discuss the department's strengths
B. Discuss areas for potential growth in the next 5 years
C. Discuss national trends for the discipline as a whole
D. Outline specific action items and steps the department plans to undertake in the next 5 years
    1. Review action items from the last program review (if applicable) and discuss their status.
    2. Declare action items or goals for the department for the next 5 years[vii].
        a. Indicate who will be in charge of these action items
        b. Provide a timeline for achieving these action items
        c. Discuss any resources needed to accomplish the department's goals
E. Dean's Comments on the Department

APPENDIX: Supporting Documentation

The following is appropriate to include here:
- Supporting data that is too big to include in the document, including Graduation Survey data tables, advisory board meeting minutes, and advisory board membership.
- Listing of department and department member activities or accomplishments related to PPCC not discussed above (maximum of two pages)
- A list of department members and how each contributes to the goals of the department (maximum of one page)
- Self-study documentation from external program accreditation (if appropriate)

---

[i] Mission and goals can be found in your department assessment overview (Section 1, box 1 & 2).

[ii] Program Learning Outcomes are also called Student Learning Outcomes and can be found in your department assessment overview (Section 1, box 3), and in the catalog description for your discipline. It is important that the catalog and assessment materials match.

[iii] Tables 3-9 are provided by the Institutional Effectiveness office.

iv Tables 14-18 are provided by the Institutional Effectiveness office.

[v] This table, also called a curriculum map, can be pulled from your department assessment overview (Section 3).