College of Marin Program Review 2019-2025 Latest Version

College of Marin Program Review (Six-year Cycle)

Program Review Introduction

Section IA: Basic Program Information - INTRODUCTORY INFORMATION 10/29/18

Department/Program

Names/roles of those who participated in program review
No Value
Number of faculty (full- and part-time)

No Value
Number of staff (full- and part-time)
No Value
Description of any grant, partnership (internal or external), and/or outreach the program is engaged in
No Value

Section IB: Basic Program Information - 11/2/18

Units offered & related data
Enrollment & related data (zipcode/other data points)
Persistence (overall)
Persistence by race/ethnicity
Persistence by gender
Persistence by age
Seat Availability
#/% of courses with wait lists
#/% of courses with no materials cost (including textbooks, software, supplies, etc.)
#/% of courses low-enrolled
No Value

Section IC: Basic Program Information - DISCUSSION 11/2/18

What is the enrollment trend over the past three years? How does this compare to the institutional trend?

REFLECTION & PLANNING SUMMARY:

No Value
How does this trend influence the master schedule and scheduling of courses?

REFLECTION & PLANNING SUMMARY:

No Value
If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15-student minimum), how is this being addressed?

REFLECTION & PLANNING SUMMARY:

No Value
What factors may be influencing the program's trends?

REFLECTION & PLANNING SUMMARY:

No Value
What discussions is the department having about program cost (textbooks, material fees, etc.) that may be affecting student access?

REFLECTION & PLANNING SUMMARY:

No Value
What discussions is the department having about instructional methods and experiential learning opportunities to support equitable access and success?

REFLECTION & PLANNING SUMMARY:

No Value
What objectives related to these trends might the program consider?

REFLECTION & PLANNING SUMMARY:

No Value
What activities have been designed to achieve the objectives?

REFLECTION & PLANNING SUMMARY:

No Value
What professional development would be most helpful to achieve the objectives?

REFLECTION & PLANNING SUMMARY:
No Value

Section IIA: Student Success Trends - COMPLETION DATA BY ETHNICITY 11/2/18

Course completion rates, including by DE vs. in-person, and by student group (ethnicity, gender, age).

Course success rates (institution-set rate is 70%), including by DE vs. in-person, and by student group (ethnicity, gender, age)
No Value

Section IIB: Student Success Trends - DISCUSSION 11/2/18

Are course *completion* rates at or above the institutional average? Discuss to what this can be attributed and summarize any efforts underway or being considered.

REFLECTION & PLANNING SUMMARY:

No Value
If the course *success* rates for any group of students is above that of the institution (70%), discuss to what this success can be attributed and summarize any particularly effective activities.

REFLECTION & PLANNING SUMMARY:

No Value
If the course *success* rates for any group of students is below that of the institution (70%), discuss objectives aimed at addressing this.

REFLECTION & PLANNING SUMMARY:

No Value
Summarize program efforts to understand and, where necessary, improve course completion and course success rates.

REFLECTION & PLANNING SUMMARY:
No Value
What objectives/activities will the program engage in related to improving student completion and success?

REFLECTION & PLANNING SUMMARY:

No Value
Strategic Plan objectives, performance indicators, and action steps (pending completion in May, 2018)

REFLECTION & PLANNING SUMMARY:
No Value

Section IIC: Student Learning Outcomes - ASSESSMENT 10/16/18

If courses have been offered without being assessed, why has this occurred?
No Value
How do you assess Student Learning Outcomes (SLOs) at the course level?
No Value
Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.
No Value
How has the assessment of and reflection on course-level SLOs data led to course-level changes?
No Value
How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs?
No Value
What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?
No Value
What objectives/activities will the program engage in related to improving SLO assessment?
No Value

Section IID: CTE/Workforce Programs Only 11/2/18

What are the primary TOPS Codes for your program?
No Value
What is the regional three-year projected occupational growth for your program? Include regional supply and demand.
No Value
What are the top four occupations and the median salaries for the region for certificate and AS degrees completion?
No Value
What are the top four skills needed for the high-demand occupations?

No Value
What is being done at the program-level to assist students with job placement and workforce preparedness?
No Value
Please show the number of EDS (economically disadvantaged students) in each program. Please provide persistence and completion rates of EDS.
No Value
Please show evidence that the program Advisory Committee met and reviewed curriculum, certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.
No Value
If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.
No Value
Please provide annual certificate completion rates including all industry relevant third party certificates.
No Value
Please show evidence of student skill attainment, completion, persistence, and job attainment by reviewing the CTEOS (Career Technical Education Outcomes Survey) and the Perkins (VTEA) Indicator data.
No Value
Please show evidence of student job attainment or salary increase by students who have left the program. For assistance, refer to the CTE Outcomes Survey and the Workforce Specialist to engage CTEOS data and data from LaunchBoard.
No Value
What objectives/activities will the program engage in related to meeting labor market need, improving student job attainment, or other workforce-related trends?
No Value

Section III: Optional Discipline-specific Information 9/28/18

Section IV (Year 6): 360-FEEDBACK 11/2/18

Department Summary:
Please summarize the key trends, issues, initiatives, and objectives that the department has considered during this program review cycle.
No Value
Administrator Feedback:
No Value
Program Review Team Feedback:
No Value
PRAC Feedback:
No Value