

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)
- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Improvement 2.

Improvement 3.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

Plan 1.

Plan 2.

Plan 3.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?
 - Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).
 - How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.
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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
- How has new technology been used by the discipline, department or program to improve student learning?
- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Please insert the data chart here
 - An explanation of student demand (or lack thereof) for specific courses.

- Productivity for the discipline, department, or program compared to the college productivity rate.

Please insert the data chart here

College productivity rate _____

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?
- Recommendations and priorities.

6. Student Success:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

Course 1. _____
 (course name and number) rate

Course 2. . _____
 (course name and number) rate

Course 3. _____
(course name and number) rate _____

Course 4. _____
(course name and number) rate _____

ETC.

Discussion:

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____
(course name and number) rate _____

Course 2. _____
(course name and number) rate _____

Course 3. _____
(course name and number) rate _____

Course 4. _____
(course name and number) rate _____

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department’s Hybrid course completion rates compare to the college course completion standard?

College course completion standard _____

Please insert the data chart here or complete the section below.

Department/discipline Hybrid course completion rates:

Course 1. _____ rate _____
 (course name and number)

Course 2. _____ rate _____
 (course name and number)

Course 3. _____ rate _____
 (course name and number)

Course 4. _____ rate _____
 (course name and number)

ETC.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____

Discipline, department, or program retention rates

Year 1. _____

Year 2. . _____

Year 3. . _____

Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____

Part-time faculty headcount _____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount _____

- Describe your current utilization of facilities and equipment.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
- Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.