Santiago Canyon College

Program/Service Area Review
2016-2022

Program/Service Area: _____

Date of Submission: _____

List the full-time and part-time program/service area members that worked on this document:

Program/Service Area Review
Getting Started: Guidelines and Materials

Overview and Planning

Welcome to the Santiago Canyon College (SCC) *Program/Service Area Review Template*. Each program/service area will complete its review during the 2018-2019 academic year. Program/Service Area review is an integral part of institutional success, starting with important evaluations of success and progress and ending with thoughtful projections of where you'd like to go as a program/service area, in large part based on *student achievement data* and *outcomes assessment data*; your careful analysis and honest assessments make positive change possible and likely.

Purpose

Program/Service Area review produces a "bridge document" that serves to connect **local** considerations, like student performance, outcomes assessment, curricula development, department dialogue with **global** considerations, like SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation.

Program Review as Bridge Document
**Part of the Integrated Planning Process**

Support

Because most of the program review is done by you in your program/service area, capturing the results of your own processes and conversations is an important element of program review. Some of the questions that follow will help you bring this into light. But you may need some information or assistance in certain areas, such as, data collection/analysis. You might also want help gathering and interpreting student demographic data. Some offices and individuals who are at your service to assist in your program review process are listed below:

- Office of Institutional Effectiveness & Research – Aaron Voelcker, Dean
- Members of the Educational Master Plan Committee (EMPC) – Roberta Tragarz, Chair
- Supporting departments and documents (See Appendix 1)
- Lexicon of essential terms (See Appendix 2)

Process and Expectations

Program/Service Area Review fits into a larger cycle that brings together your annual Department Planning Portfolios (DPPs) and informs Educational Master Planning (See Appendix 3).

The natural flow of this work is outlined in the following steps:
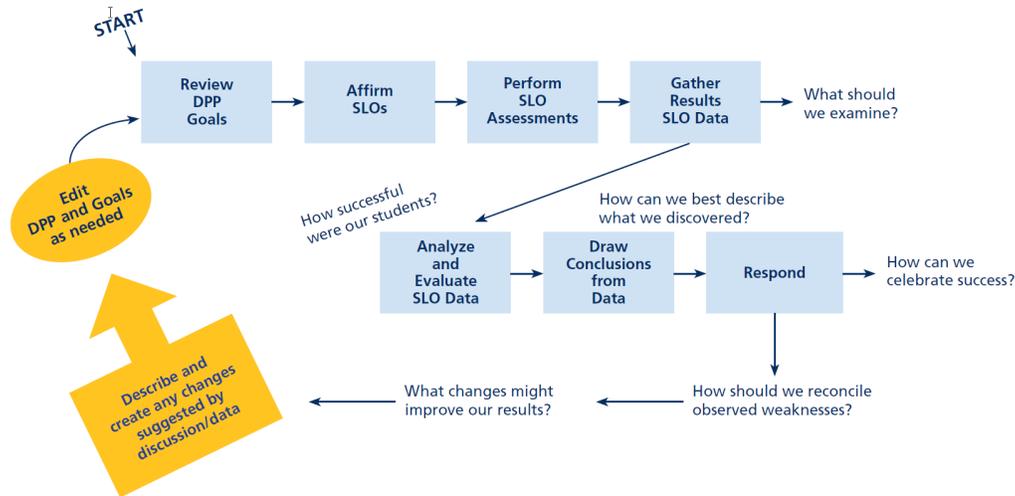
Departmental Conversation
- Programs/service areas gather to review their DPPs (*Where should we start?*)
- General and outcomes assessment data is gathered on student success and progress (*What should we examine?*)
- Data is analyzed and results described (*How successful were we or students? How can we best describe that?*)
- Conclusions lead to conversations about effectiveness of current outcomes, program initiatives, curricula, and resources (*Where there is success, how might we celebrate and promote that? Where there is weakness, how might we adjust to intervene and improve?*)
- Success is noted, and changes or recommendations considered (*In what ways will we describe our plan going forward?*)

Documentation and Reporting
- Program Review is completed and approved by the program/service area.
- Program Review is submitted to EMPC and distributed to program/service area personnel and the division office.
- Meeting is scheduled in which department/service area shares its results and considerations with EMPC (format is discussion, not presentation – committee members typically ask questions and interact with department representative about items/issues presented in their report)
- EMPC uses that review to inform: resource allocation; the budgeting process; revisions to the Educational Master Plan; and Accreditation processes.

The Optimal Result

A well-conceived Program/Service Area Review describes in **concrete** terms the program/service area's successes, challenges and directions for change and growth based on **evaluation of student achievement and**

outcomes assessment data. It's the document that periodically validates a department's ability to meet its goals and objectives for student success and highlights the resources needed to meet those outcomes in the future.

PART I

OVERVIEW

Part I AP – Academic Programs Only

Part I SS/AS – Student Services and Admin Only

Part I Overview

Mission Statement:

Organizational Chart: Please insert an organizational chart for your service area here.

---

1. **Award Programs**

   Please list the degrees and certificates offered by this program:

2. **Course Offerings –** if you require different breakdowns that are discipline sensitive or particularly meaningful (e.g. day/night, lecture/lab) please contact the Institutional Effectiveness & Research.

Number of unique courses offered by your program:			#	
Number of Sections Offered	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Classroom Instruction	X	X	X	X
Distance Education - Hybrid	X	X	X	X
Distance Education – Non Hybrid	X	X	X	X
Overall	X	X	X	X
Total Enrollment (Seats Filled)	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Classroom Instruction	Y	Y	Y	Y
Distance Education - Hybrid	Y	Y	Y	Y
Distance Education – Non Hybrid	Y	Y	Y	Y
Overall	Y	Y	Y	Y
Students per Offered Section	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Classroom Instruction	Y/X	Y/X	Y/X	Y/X
Distance Education - Hybrid	Y/X	Y/X	Y/X	Y/X
Distance Education – Non Hybrid	Y/X	Y/X	Y/X	Y/X
Overall	Y/X	Y/X	Y/X	Y/X

3. **Faculty Workload**

	Full-time		**Part-time**		**Total**	
Lecture Hour Equivalent (LHE)	#	%	#	%	#	100%
Number of faculty	#FT		#PT		#FT+#PT	
LHE per faculty	(FT LHE)/(#FT)		(PT LHE)/(#PT)		(LHE)/(#Faculty)	
Total FTES					#	
Total FTEF (LHE/30)					#	

Efficiency (FTES/FTEF)		(FTES)/(FTEF)

4. **Support Staff as of fall 20__** (instructional aide, student assistant, lab coordinator, etc.)

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week	Funding Source

5. **Facilities as of fall 20__**

Number of classrooms used exclusively by the program	
Number of classrooms shared with other programs	
Number of labs or other learning spaces used exclusively by the program	
Number of labs or other learning spaces shared with other programs	
Number of office spaces used exclusively by program faculty and staff	
Number of office spaces shared with other programs' faculty and staff	
Number of storerooms used exclusively by the program	
Number of storerooms shared with other programs	
Number of conference rooms and collaborative spaces used exclusively by program faculty and staff	
Number of conference rooms and collaborative spaces shared with other programs' faculty and staff	

6. **Academic Resources as of fall 20__**

List and describe any specialized equipment or resources that are used exclusively by the program:

Services – functions provided by this service area

Please list the services-functions provided by this service area:

Staff as of fall 20__

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week	Funding Source

Facilities as of fall 20__

Number of classrooms used exclusively by the program	
Number of classrooms shared with other programs	
Number of labs or other learning spaces used exclusively by the program	
Number of labs or other learning spaces shared with other programs	
Number of office spaces used exclusively by program faculty and staff	
Number of office spaces shared with other programs' faculty and staff	
Number of storerooms used exclusively by the program	
Number of storerooms shared with other programs	
Number of conference rooms and collaborative spaces used exclusively by program faculty and staff	
Number of conference rooms and collaborative spaces shared with other programs' faculty and staff	
Other (Please Explain) (Maintenance workspaces, etc.)	

Resources as of fall 20___

List and describe any specialized equipment or resources that are used exclusively by the service area:

Funding sources as of fall 20___

List and describe any funding sources for the service area:

PART II

PROGRAM/SERVICE AREA
GOALS AND OBJECTIVES
(all areas)

Part II: Program/Service Area Goals and Objectives <mark>(All areas complete this part.)</mark>

1. What processes does your program/service area follow to create, evaluate, and update DPP goals?

2. How is <u>SCC's mission statement</u> reflected in your goals?

3. Below are the institutional goals from the 2016-2022 SCC Educational Master Plan. In the first column, fill in any of your specific DPP goals and activities that support that EMP goal. A department/unit goal may fit with multiple EMP goals and it is possible that some EMP goals might not match with any of your department/unit goals. *Note: see Part II.4 if you have additional DPP goals you're currently managing.*

DPP Goals/Activities	Education Master Plan Goals
	I. Support a college culture of academic excellence and personalized education
	II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives
	III. Focus on student completion of pathways
	IV. Improve communication within the college community
	V. Support faculty and staff development
	VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes
	VII. Maintain and enhance the college's technological infrastructure and facilities
	VIII. Strengthen and refine the processes that integrate planning and resource allocation
	IX. Enhance and expand the college's community presence

4. If your program/service area has goals that do not directly support any of the Educational Master Plan Goals, please list them in the space provided below.

5. How do your program's activities support [SCC's Technology Master Plan](#) initiatives?

DPP Goals/Activities	Key Initiatives
	1. Establishing an annual computer replacement budgetary line-item for the acquisition, maintenance and replacement of aging technology infrastructure
	2. Decreasing the technology support ratio from 420 computers to 1 technician to the Technology Advisory Group (TAG) recommendation of 200 to 1
	3. Employee-training workshops and support for Canvas, Windows 10, MS Office, and other district-standard software
	4. Compliance with the Americans with Disabilities Act (ADA) and new-emerging Federal and State laws
	5. Staffing a college webmaster tasked with maintaining the college's public website, the intranet, the student portal, mobile app, LMS support, and policing ADA compliance
	6. Support Online Student Education Plans (SEP), Social Media presence, Distance Education Program Committee (DEPC), Online Teaching Certification Program, Bring Your Own Device (BYOD), Wireless Printing, Open Educational Resources (OER), Common Assessment Initiative (CAI), WiFi Improvements, and Student Help Desk.

6. [Administrative Services Only] How do your program's activities support SCC's Facilities Master Plan goals?

DPP Goals/Activities	Facilities Master Plan Priority
	1. Maximize functional space
	2. Eliminate non-functional space
	3. Improve efficiency/utilization of facilities
	4. Enhance the campus environment
	5. Right-size the campus to address program needs

PART III
Data Analysis

Part III <mark>(all areas)</mark>

Part III All areas complete this part: Student Achievement Data Analysis

Please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the program/service area has identified, especially including, but not limited to, disproportionate impact. Describe how the data were used and what changes to the program/service area were made (or will be made) based on analysis of the data.

Respond to each item applicable to your program/service area. Note N/A as appropriate

1. Successful course completion rate (grades of A, B, C, Credit or Pass):
   a. How does the success rate for your program compare to the institution-set standard for successful course completion of **63%**?

2. Successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass):

3. Student course retention rates (any grade except W):
4. Student course retention rates in basic skills courses (any grade except W):

5. Number of degrees and certificates awarded. [Use the list from Part I]

6. Student Demographic Data (See Appendix 4) (Ethnicity, Age, Gender, Veteran Status)

7. Labor market trends and needs: Review the labor market data on the California Employment Development Department website for jobs related to your program.

   a. What occupations are related to your program?
   b. What are the occupational projections for employment?
   c. How do these projections affect planning for your program?

8. Rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart Basic Skills Progress Tracker (see Appendix 5).

9. Student surveys

10. Program exit exams or other assessments of graduating students

11. Number of students who take and pass external license examinations

12. Data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys)

13. Other data pertaining to the instruction or delivery of service.

PART IV
OUTCOMES ASSESSMENT

Student Learning Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Courses			
Total Number of Sections			
Total Number of SLOs			
Number of SLOs Measured			

Program Student Learning Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Programs			
Total Number of PSLOs			
Number of PSLOs Measured			

Service Area Outcomes Overview

	2016-2017	2017-2018	2018-2019
Total Number of Service Areas			
Total Number of SAOs			
Number of SAOs Measured			

Part IV All areas complete this part:

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria? What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

Part IV AP: <mark>[Academic programs only]</mark> Course Student Learning Outcomes Assessment

1. Upon review of *course student learning outcome assessment data*, give at least one specific example of:

    a. A *course student learning outcome* which students have definitely met and why you think students were successful.

    b. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

2. What changes has the program *already* made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

3. Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

Part IV SS: <mark>[Student Services/Administrative Services only]</mark> Student Learning Outcomes Assessment

Answer the following questions for each Service Area Outcome Data Set

Service Area Outcome Data Set # _____

1. Provide an analysis of the data for this Service Area Outcome. Did the service area successfully meet the outcome? If so, why do you think the service area was successful. If not, why do you think the service area was unsuccessful?

2. What changes will the service area make based on its assessment of this service area outcome? Give specific examples.

PART V
CURRICULUM AND PROGRAM MANAGEMENT

Part V: <mark>All areas complete.</mark> Curriculum and Program Management

1. With *SCC's Mission Statement* in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

2. Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

3. Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

4. How do program/service area faculty and/or staff *review the processes* it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

5. How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

PART VI
RESOURCES

Facilities as of fall 20__ Copy this information in Resources Section

Number of classrooms used exclusively by the program	
Number of classrooms shared with other programs	
Number of labs or other learning spaces used exclusively by the program	
Number of labs or other learning spaces shared with other programs	
Number of office spaces used exclusively by program faculty and staff	
Number of office spaces shared with other programs' faculty and staff	
Number of storerooms used exclusively by the program	
Number of storerooms shared with other programs	
Number of conference rooms and collaborative spaces used exclusively by program faculty and staff	
Number of conference rooms and collaborative spaces shared with other programs' faculty and staff	

Academic Resources as of fall 20__ Copy this information in Resources Section

List and describe any specialized equipment or resources that are used exclusively by the program:

Service Area Resources as of fall 20__ Copy this information in Resources Section

List and describe any specialized equipment or resources that are used exclusively by the service area:

| |
| |
| |

Funding sources as of fall 20__ Copy this information in Resources Section

List and describe any funding sources for the service area:

| |
| |
| |
| |
| |
| |
| |
| |
| |

Part VI: Resources

1. How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

2. How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

4. How well do technology resources (i.e., computers and software), training, and technical support meet the administrative needs of the program/service area?

5. How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

6. Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)?   If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

7. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

PART VII
HUMAN RESOURCES

All areas complete this part

Support Staff as of fall 20__ (instructional aide, student assistant, lab coordinator, etc.)

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week	Funding Source

Staff as of fall 20__ Copied from Overview

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week	Funding Source

Part VII: Personnel

1. What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

2. How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

3. Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

4. Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

5. To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

PART VIII
INTERNAL AND EXTERNAL
COMMUNICATIONS

All areas complete this part

Part VIII: Internal and External Communication

1. When were the program/service area's catalog entries last updated to ensure currency and accuracy?

2. When was the program/service area's Department Planning Portfolio (DPP) last updated to ensure currency and accuracy?

3. How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

4. How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

5. How well do faculty and staff communicate about and coordinate the work of the program/service area?

6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

PART IX
PLANNING AGENDA

All areas complete this part

Part IX: Planning Agenda for: _____

Please consider areas or issues that will need attention from your program/service area in the next <u>three</u> years. From that information, complete the chart below. This document will be used to help college planning and resource allocation.   It will also show that SCC is linking outcome assessment and student success data to planning.   Definitely include any action that may need institutional support, but also include your currently anticipated actions to let the college know what your program/service area is planning. Feel free to add rows if necessary.

Action: Actions can include a pedagogical change at the department level (i.e. create supplemental activities for Psychology 100 OR try "flipping the classroom" for a pilot group of 3 instructors) or a specific resource request (i.e. increase the number of SI sections in Calculus OR develop an Engineering Library OR hire a new full-time faculty member).

Supporting Data: The data should justify the need for the action. It may give evidence of a deficiency you are trying to remedy or it may indicate a success that you wish to replicate. You can fill in this column by referring to information in this document (i.e. "IV-2b" to refer to student outcome data given in Part IV question 2b), information in a completed course or program assessment report or reports (i.e. English 101 Fall 2014 or Art Spring 2015), information from an outside study (i.e. http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2381&context=etd), or any other data that you think is relevant. Do your best to find data, but feel free to include other justification.

Resources Needed: This should include any supplies/equipment, human resources, technological needs, and facilities needs. Include an estimated dollar amount whenever reasonably possible.

PLANNING AGENDA		
Actions	Supporting Data	Resources Needed

Program/Service Area Review Summary Report

This "executive summary" report is intended to be shared with College Council and other areas of the college that may not see your program/service area's entire program review document. This report allows you to provide an update of your program/service area's plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Program/Service Area: _____   **Date:** _____

Briefly describe and explain what is working well in your program/service area**.**
Briefly describe and explain what is not working well or needs attention in your program/service area**.**
List and briefly explain the plans your program/service area **has in the areas of facilities, technology, equipment, and personnel in the next 3 years. If a resource has been previously requested, when was the original request made? What prevented you from being able to acquire the requested resource?** **Facilities:** **Technology:** **Equipment:** **Personnel:**
What campus-wide initiatives intersect with your program's activities, operations and/or plans? Please provide a hyperlink and a list of initiatives in an appendix.
Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

Appendix 1 - Supporting Departments and Documents

Checklist of recommended supporting documents to compile prior to beginning program/service area review.

Some documents might not apply to your program/service area and you may want to add additional documents if relevant.

The Office of Institutional Effectiveness & Research (IE&R) is available to help construct student surveys and graduate surveys. IE&R can also furnish data specific to your program that has not already been provided in this document. Please contact Aaron Voelcker at (714) 628-4990 or email Voelcker_Aaron@sccollege.edu

SCC Website
- ❑ SCC Catalog and Schedule of Classes
- ❑ SCC Mission
- ❑ SCC Institutional Student Learning Outcomes
- ❑ SCC Goals (p. 71-75) 2012-2016 Educational Master Plan ←Update with most recent EMP after BoT approval
- ❑ Community/student demographics and trends (p. 17-51) 2012-2016 Educational Master Plan
- ❑ Department Web Pages
- ❑ SCC Curriculum and Instruction Council

Department Planning Portfolio (DPP) (login required)
- ❑ Departmental vision and mission statement
- ❑ Department Goals

Assist.org
- ❑ Articulation agreements with colleges

Department Documents
- ❑ Course syllabi
- ❑ Curriculum course outlines
- ❑ Program SLOs
- ❑ Course SLOs
- ❑ Service Area Outcomes
- ❑ Assessment results
- ❑ Mapping from course SLOs to Institutional SLOs
- ❑ Minutes from department meetings
- ❑ Previous program review documents
- ❑ Department and instructors' websites
- ❑ Course sequence chart
- ❑ Scheduling matrix
- ❑ Resource request forms
- ❑ Graduate surveys
- ❑ Student surveys
- ❑ Department accomplishment List
- ❑ Coordinator and committee List
- ❑ Department Professional Development schedule
- ❑ Articulation agreements
- ❑ Data on enrollment, demand and waitlist, retention, cancelled classes

Appendix 2 - Lexicon of Essential Terms

Award Programs – a series of courses and activities that leads to a degree or certificate

Department Planning Portfolio (DPP) – is a document that departments/units use to annually review progress and set goals.

Efficiency – is the ratio of FTES divided by FTEF. Demonstrates how many full-time equivalent students are served by one full-time equivalent faculty.

Educational Master Plan – is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

FTEF – Full-time equivalent faculty, which is measured in terms of lecture hour equivalents (LHE), is a unit of measurement that defines the calculated (not actual) number of faculty that are equivalent to the number carrying a full "load" of work. One semester FTEF is equal to 15 LHE.

FTES – Full-time equivalent student is a unit of measurement that defines the calculated (not actual) number of students that are equivalent to the number carrying a full "load" of coursework.

Institution-Set Standard – is a standard set by an institution, derived from historical student achievement data, that serves as a minimum threshold for student performance. If student achievement data falls below the institution-set standard, a course of action must be defined in order to address performance deficiencies.

LHE – lecture hour equivalent is the first step in computing faculty load. It standardizes the number of lecture and lab hours taught by faculty. A full load is equal to 15 LHE.

Outcome Assessment Data – these data are derived from course, program, and/or service area outcome assessment efforts and allow institutions the ability to determine the degree to which students are learning the defined curriculum for a course or program or services areas are meeting key performance indicators.

Retention Rate – is the proportion of students who stay in the course to the end of the term and receive a letter grade. It is the proportion of all letter grades that are not Withdrawals of a grade of W.

Student Achievement Data – are measures of student achievement of short, near, and long term educational goals. Examples include course retention, course success, attainment of unit benchmarks, graduation and/or transfer.

Success Rate – is the proportion of students who successfully complete a course. It is the proportion of all letter grades that are an A, B, C, Credit or Pass.

Long Term Planning Highlights

Beginning in 2016, the published EMP follows a 6-year cycle, program review follows a 3-year cycle, and these cycles are synchronized and in phase with the 6-year accreditation cycle. There are some irregular periods prior to 2016. This was designed so that all processes are synchronized beginning in 2016. For example, given that the 2007-2012 EMP was already in place, a shorter 4-year EMP for 2012-2016 was necessary to achieve synchronization with the accreditation cycle beginning in 2016.

Year		DPP	Budget	Evaluation	Program Review	EMP Development	Accreditation	EMP Implementation
2012 to 2013	Fall	Review DPP, Submit Requests	Allocation					EMP 2012-2016
	Spring			Evaluate, Update DPP				
2013 to 2014	Fall	Review DPP, Submit Requests	Allocation		Program Review		Self Study	
	Spring			Evaluate, Update DPP		Review EMP		
2014 to 2015	Fall	Review DPP, Submit Requests	Allocation				Site Visit	
	Spring			Evaluate, Update DPP				
2015 to 2016	Fall	Review DPP, Submit Requests	Allocation		Program Review			
	Spring			Evaluate, Update DPP		Write EMP		
2016 to 2017	Fall	Review DPP, Submit Requests	Allocation				Midterm Self Study	EMP 2016-2022
	Spring			Evaluate, Update DPP				
2017 to 2018	Fall	Review DPP, Submit Requests	Allocation				Midterm Report	
	Spring			Evaluate, Update DPP				
2018 to 2019	Fall	Review DPP, Submit Requests	Allocation					
	Spring			Evaluate, Update DPP	Program Review	Review EMP		
2019 to 2020	Fall	Review DPP, Submit Requests	Allocation					
	Spring			Evaluate, Update DPP				
2020 to 2021	Fall	Review DPP, Submit Requests	Allocation				Self Study	
	Spring			Evaluate, Update DPP				
2021 to 2022	Fall	Review DPP, Submit Requests	Allocation					
	Spring			Evaluate, Update DPP	Program Review	Write EMP	Site Visit	

Appendix 4 - Student Demographic Data