

# Program Review - Academic - Office Technology/Computer Applications

Latest Version

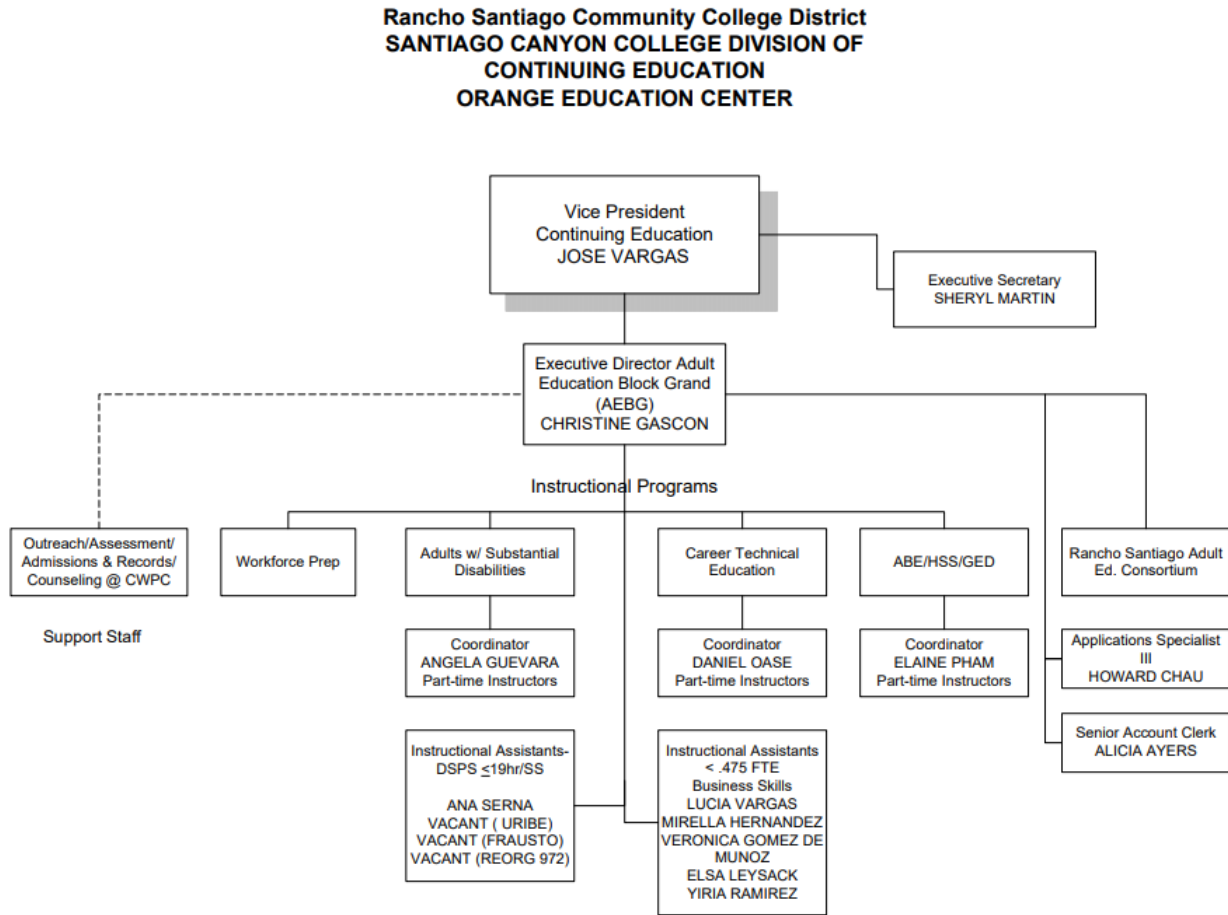
## Overview

Program Review - Collaborators : Version by Oase, Daniel on 08/20/2019 18:06

| Collaborators        |
|----------------------|
| Daniel Oase          |
| Jorge Saucedo-Daniel |

Program Review Overview - Organizational Chart : Version by Oase, Daniel on 11/22/2019 16:34

Please insert the organizational chart for this program or service area.



Program Review Overview - Award Programs : Version by Oase, Daniel on 11/22/2019 16:34

| Award Programs   |
|--|
| 3D Printing / Advanced Manufacturing, CC                                   |
| Customer Service Representative, CC  |
| Digital Marketing Specialist, CC   |
| Executive Secretary/Administrative Assistant, CC                           |
| First-Line Supervisor/Manager, Office & Administrative Support Workers, CC |
| General Office Clerk, CC   |

## Award Programs

Home-Based Business, CC

Medical Billing, CC

Multi-Media Artists and Animators, CC

Receptionist/Information Clerk, CC

Shelter Dog Training, CC

Warehousing, CC

Web Associate, CC

## Program Review Overview - Course Offerings: Unique Courses : Version by Oase, Daniel on 11/22/2019 16:34

| Unique Courses in 2014-2015 | Unique Courses in 2015-2016 | Unique Courses in 2016-2017 | Unique Courses in 2017-2018 |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 25                          | 25                          | 27                          | 29                          |

## Program Review Overview - Course Offerings - Number of Sections Offered : Version by Oase, Daniel on 11/22/2019 16:34

| Number of Sections Offered | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------------|-----------|-----------|-----------|-----------|
| Face to Face               | 226       | 277       | 290       | 300       |
| Online                     | 0         | 0         | 0         | 0         |
| Hybrid                     | 0         | 0         | 0         | 0         |

## Program Review Overview - Course Offerings - Total Enrollment : Version by Oase, Daniel on 11/22/2019 16:34

| Total Enrollment (Seats Filled) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------------|-----------|-----------|-----------|-----------|
|                                 | 5075      | 5551      | 5534      | 5936      |

## Program Review Overview - Course Offerings - Students per Offered Section : Version by Oase, Daniel on 11/22/2019 16:34

| Students per Section | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------|-----------|-----------|-----------|-----------|
|                      | 22        | 20        | 19        | 20        |

## Program Review Overview - Faculty Workload LHE : Version by Oase, Daniel on 11/22/2019 16:34

| Full-time LHE # | Full-time LHE % | Part-time LHE # | Part-time LHE | Overload LHE # | Overload LHE % | Total LHE # | Total LHE % |
|-----------------|-----------------|-----------------|---------------|----------------|----------------|-------------|-------------|
| 0               | 0%              | 391.7           | 98.33%        | 3.34           | 1.67%          | 398.3       | 100%        |
| 0               | 0%              | 430.9           | 100%          | 0              | 0%             | 430.9       | 100%        |
| 0               | 0%              | 486.9           | 99.63%        | 1.8            | 0.37%          | 488.7       | 100%        |
| 0               | 0%              | 382             | 99.58%        | 1.6            | 0.42%          | 383.6       | 100%        |
|                 |                 |                 |               | 14.9           | 5.08%          | 292.1       | 100%        |

## Program Review Overview - Faculty Workload Faculty Headcount : Version by Oase, Daniel on 11/22/2019 16:34

| Full-time Faculty Headcount | Part-time Faculty Headcount | Overload Faculty Headcount | Total Faculty Headcount |
|-----------------------------|-----------------------------|----------------------------|-------------------------|
| 0                           | 26                          | 2                          | 27                      |
| 0                           | 33                          | 0                          | 33                      |
| 0                           | 33                          | 1                          | 34                      |
| 0                           | 34                          | 1                          | 35                      |

### Program Review Overview - Faculty Workload LHE per Faculty : Version by Oase, Daniel on 11/22/2019 16:34

| Full-time LHE per Faculty | Part-time LHE per Faculty | Overload LHE per Faculty | Total LHE per Faculty |
|---------------------------|---------------------------|--------------------------|-----------------------|
| 0                         | 15.06                     | 3.34                     | 14.75                 |
| 0                         | 13.06                     | 0                        | 13.06                 |
| 0                         | 14.75                     | 1.8                      | 14.37                 |
| 0                         | 11.24                     | 1.6                      | 10.96                 |
|                           |                           |                          |                       |

### Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Oase, Daniel on 11/22/2019 16:34

| Full-time FTEF | Part-time FTEF | Overload FTEF | Total FTEF |
|----------------|----------------|---------------|------------|
| 0              | 13.06          | 0.22          | 13.28      |
| 0              | 14.36          | 0             | 14.36      |
| 0              | 16.23          | 0.06          | 16.29      |
| 0              | 12.73          | 0.05          | 12.79      |
|                |                |               |            |

### Program Review Overview - Faculty Workload FTES and Efficiency : Version by Oase, Daniel on 11/22/2019 16:34

| Total FTES | Overall Efficiency (FTES/FTEF) |
|------------|--------------------------------|
| 228.18     | 9.14                           |
| 215.45     | 9.96                           |
| 214.8      | 11.96                          |
| 208.14     | 9.59                           |
| 172.45     | 8.03                           |

## Goals and Objectives

### Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Oase, Daniel on 11/22/2019 16:34

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Our program uses a department planning portfolio to create, evaluate, and update annual plan goals.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

To achieve our mission, SCC has identified Institutional Learning Outcomes with four core competencies: Learn, Communicate, Act, and Think.

### Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

| Annual Plan Goal |
|------------------|
| undefined        |

## Data Analysis

### Program Review Data Analysis - 1 to 4 : Version by Oase, Daniel on 11/22/2019 16:34

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

2014-2015 - 57.6%

2015-2016 - 63.7%

2016-2017 - 65.9%

2017-2018 - 70.6%

The course completion rates are trending in a positive direction. Since 2015, the completion rates have met or exceeded the institution-set standard of 63%.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

This program does not include basic skills courses.

What is the course retention rate (any grade except W) for courses within the program?

2014-2015 - 100%

2015-2016 - 100%

2016-2017 - 100%

2017-2018 - 100%

What is the course retention rate in basic skills courses (any grade except W) within the program?

This program does not include basic skills courses.

## Program Review Data Analysis - 5 : Version by Oase, Daniel on 11/22/2019 16:34

| Number of Awards in the Following Programs:                                | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|-----------|
| 3D Printing / Advanced Manufacturing, CC                                   | 0         | 0         | 0         | 27        |
| Customer Service Representative, CC  | 24        | 25        | 12        | 28        |
| Digital Marketing Specialist, CC   | 0         | 0         | 0         | 0         |
| Executive Secretary/Administrative Assistant, CC                           | 3         | 4         | 1         | 6         |
| First-Line Supervisor/Manager, Office & Administrative Support Workers, CC | 15        | 9         | 4         | 3         |
| General Office Clerk, CC   | 23        | 13        | 7         | 12        |
| Home-Based Business, CC  | 0         | 0         | 0         | 1         |
| Medical Billing, CC  | 34        | 23        | 28        | 49        |
| Multi-Media Artists and Animators, CC                                      | 2         | 3         | 3         | 10        |
| Receptionist/Information Clerk, CC   | 45        | 78        | 82        | 87        |
| Web Associate, CC  | 8         | 11        | 12        | 9         |
|  |           |           |           |           |
|  |           |           |           |           |

## Program Review Data Analysis - 6 to 13 : Version by Oase, Daniel on 11/22/2019 16:34

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

Patterns and trends may be present in the data.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. 3D Printer Operator, Customer Service Representative, Digital Marketing Specialist, Administrative Assistant, Supervisor, Manager, Office Clerk, Entrepreneur, Medical Biller, Multimedia Artist, Animator, Receptionist, Web Developer.

2. There are over 2,973,000 employees working in these fields, with a projected growth rate of 387,600 new jobs to be added by 2028.

3. These projections suggest that there will be continued industry demand for students who complete our certificates. Therefore, we should plan to prepare more students for the workforce.

Please provide comment on the 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 \(http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

N/A

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

## Outcomes Assessment

### Program Review Outcomes Assessment - Course and Section Count : Version by Oase, Daniel on 11/22/2019 16:34

| <b>Courses</b>   | <b>Section Count</b> |
|--|----------------------|
| VBUS010 - Introduction to Web Design using Adobe Dreamweaver           | 9                    |
| VBUS012 - Workforce Readiness  | 21                   |
| VBUS013 - Introduction to Personal Management using Microsoft Outlook  | 7                    |
| VBUS014 - Introduction to Mobile and Social Media Tools                | 15                   |
| VBUS030 - How to Build a Home-Based Business                           | 13                   |
| VBUS040 - Accounting for Non-Accountants                               | 12                   |
| VBUS080 - Introduction to Medical Billing                              | 10                   |
| VBUS096 - Introduction to Use of Digital Cameras                       | 12                   |
| VBUS097 - Introduction to Personal Commerce on the Internet            | 10                   |
| VBUS101 - Introduction to 3D Modeling using Blender                    | 10                   |
| VBUS102 - Introduction to Desktop Publishing using Adobe InDesign      | 11                   |
| VBUS103 - Introduction to MS Project                                   | 8                    |
| VBUS105 - Introduction to 3D Animation using Blender                   | 10                   |
| VBUS107 - Seminar in Adobe Tools                                       | 5                    |
| VBUS109 - Introduction to Desktop Video Editing using Adobe Premiere   | 8                    |
| VBUS117 - Introduction to Document Processing using Adobe Acrobat      | 4                    |
| VBUS118 - Introduction to Windows                                      | 32                   |
| VBUS119 - Introduction to Keyboarding and Basic Windows                | 39                   |
| VBUS120 - Introduction to Animations using Adobe Animate               | 6                    |
| VBUS121 - Introduction to Computer Software Applications               | 51                   |
| VBUS130 - Introduction to 3D Printing                                  | 6                    |
| VBUS140 - Introduction to Google Applications for Work                 | 15                   |
| VBUS150 - Introduction to Digital Marketing                            | 6                    |
| VBUS152 - Introduction to Digital Marketing Analytics                  | 3                    |
| VBUS242 - Introduction to Vector Graphics using Adobe Illustrator      | 11                   |
| VBUS257 - Seminar in Business Applications                             | 10                   |
| VBUS258 - Navigating the Internet                                      | 26                   |
| VBUS260 - Introduction to Word Processing using MS Word                | 31                   |
| VBUS261 - Introduction to Databases using MS Access                    | 18                   |
| VBUS262 - Introduction to Spreadsheets using MS Excel                  | 31                   |
| VBUS303 - Introduction to Electronic Imaging using Adobe Photoshop     | 18                   |
| VBUS304 - Introduction to Electronic Presentations using MS PowerPoint | 19                   |

### Program Review Outcomes Assessment - CSLOs : Version by Oase, Daniel on 11/22/2019 16:34

| <b>Student Learning Outcomes</b> | <b>CSLO Count</b> | <b>CSLOs Measured</b> |
|----------------------------------|-------------------|-----------------------|
|                                  |                   |                       |

### Program Review Outcomes Assessment - PSLOs : Version by Oase, Daniel on 11/22/2019 16:34

| <b>Program Student Learning Outcomes</b>   | <b>PSLO Count</b> | <b>PSLOs Measured</b> |
|--|-------------------|-----------------------|
| <b>Office Technology/Computer Applications*</b>  |                   |                       |
| PSLO   |                   |                       |
| 3D Printing / Advanced Manufacturing, CC   |                   |                       |
| Demonstrate how to make 3D models and designs.   |                   |                       |
| Web Associate, CC  |                   |                       |
| Demonstrate proficiency in creating, editing, and managing websites and images using industry standard web applications. |                   |                       |
| Work efficiently with window-based applications that operate in multiple platforms.                                      |                   |                       |
| Receptionist/Information Clerk, CC   |                   |                       |

| Program Student Learning Outcomes   | PSLO Count | PSLOs Measured |
|---|------------|----------------|
| Demonstrate competence in a variety of Windows-based applications.  |            |                |
| Complete job applications and prepare for the interviewing process.   |            |                |
| Multi-Media Artists and Animators, CC   |            |                |
| Demonstrate proficiency in Digital Cameras, Video, 2D and 3D Animation applications.  |            |                |
| Work efficiently with Windows-based applications that operate in multiple platforms.  |            |                |
| Medical Billing, CC   |            |                |
| Apply the concepts and skills of medical billing using industry-standard software; e.g., using Allscripts software.                             |            |                |
| Demonstrate effective workforce skills, including oral and written communication, and resume and interview preparation.                         |            |                |
| Customer Service Representative, CC   |            |                |
| Demonstrate competence in a variety of Windows-based applications.  |            |                |
| Work efficiently with Windows-based applications using common, cross-application keyboard shortcuts; e.g., save, open, print, copy, paste, etc. |            |                |
| Digital Marketing Specialist, CC  |            |                |
| Create a digital marketing campaign.  |            |                |
| Executive Secretary/Administrative Assistant, CC  |            |                |
| Work efficiently with Windows-based applications using common, cross-application keyboard shortcuts; e.g., save, open, print, copy, paste, etc. |            |                |
| Demonstrate competence in a variety of Windows-based applications.  |            |                |
| First-Line Supervisor/Manager, Office & Administrative Support Workers, CC  |            |                |
| Demonstrate competence in a variety of Windows-based applications.  |            |                |
| Work efficiently with Windows-based applications using common, cross-application keyboard shortcuts; e.g., save, open, print, copy, paste, etc. |            |                |
| General Office Clerk, CC  |            |                |
| Demonstrate proficiency in computer equipment office skills used including data entry, word processing, spreadsheets, and machine operation.    |            |                |
| Work efficiently with Windows-based applications using common, cross-application keyboard shortcuts; e.g., save, open, print, copy, paste, etc  |            |                |
| Home-Based Business, CC   |            |                |
| Develop a home-based business.  |            |                |
| Demonstrate proficiency in using business and web applications.   |            |                |

## Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Oase, Daniel on 11/22/2019

16:34

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

The department generally uses the same summative assessment for different sections of the same course to assess student learning outcomes.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

The department uses diagnostic, formative, and summative assessments. The assessments are given by the instructor, who records the results.

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

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

1. Use Google Applications to create each of the following: document, slide, form, sheet. Students successfully completed Google Documents.

2. Identify the most appropriate Google Application for a specific form of workplace communication. Students were unsuccessful in identifying the most appropriate application in all situations, because the most appropriate app in one situation is not necessarily the most appropriate app in another situation.

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?

N/A

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

N/A

## Curriculum and Program Management

### Program Review - Curriculum and Program Management : Version by Oase, Daniel on 11/22/2019 16:34

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?

Our program meets the vocational needs of SCC's diverse student population by providing them with training in the skills demanded by local employers.

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.

Yes.

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

Yes.

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?

Our courses go through curricular updates and revisions every two years (biennial review) instead of every four years (quadrennial review). New programs are recommended by industry at our annual technical advisory group meeting.

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?

Our instructors generate materials for the classroom, so students would mainly use the library as a place to conduct outside research or to study. Faculty and staff receive updates throughout the year by email, department meetings, and FLEX workshops. The program has contact with outside advisory groups at conferences such as CCCAOE and the technical advisory group.

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?

The highest priority for the next three years is to strengthen the alignment between the curriculum and the needs of local employers.

## Resources

### Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Oase, Daniel on 11/22/2019 16:34

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| 4          | 0    | 0       | 0          | 0                |

### Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Oase, Daniel on

11/22/2019 16:34

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| 0          | 0    | 3       | 0          | 1                |

### Program Review Resources - Specialized Equipment and Resources : Version by Oase, Daniel on 11/22/2019 16:34

| Equipment/Resource    | Description   |
|-----------------------|---|
| Computers             | Desktop computers   |
| Projector             | Multimedia projector  |
| Computer applications | Adobe, TotalMD, MS Office, Google Apps, Blender, Solidworks |

### Program Review Resources - Funding Sources : Version by Oase, Daniel on 11/22/2019 16:34

| Funding Source                     | Description                                 |
|------------------------------------|---|
| General Fund                       | General apportionment                       |
| California Adult Education Program | Formerly Adult Education Block Grant (AEBG) |

## Program Review Resources : Version by Oase, Daniel on 11/22/2019 16:34

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

The classrooms at the SCC main campus, Chapman site, and CWPC site have adequate technology.

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?

The program needs to replace computers and upgrade software on a regular basis. It relies on categorical funding, when available, to purchase equipment, supplies, and materials.

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

The technology resources currently meet the needs of the program. However, the supplies will need to be replaced every 3 to 5 years.

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

The technology resources sufficiently meet the administrative needs of the program.

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?

The instructional assistants adequately support instruction and other operational needs of the program. Additional classified staff are needed for outreach and promotion of the program.

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?

Yes. This funding has been used to improve our classroom technology, and to improve the visibility, quality and access to our program. The instructional elements are institutionalized. In order to sustain the computer replacement cycle, the Division should have it's own resource budget to cover the costs of replacing the computers.

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?

The main issue is computer and technology replacement over the next three years.

## Human Resources

### Program Review Human Resources - Support Staff : Version by Oase, Daniel on 11/22/2019 16:34

| Title of Position       | Count | Full-time or Part-time | Months per Year | Funding Source |
|-------------------------|-------|------------------------|-----------------|----------------|
| Instructional Assistant | 5     | Part-time              |                 |                |

### Program Review Human Resources : Version by Oase, Daniel on 11/22/2019 16:34

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?

They attend conferences. They participate in ACCE and CCCAOE professional organizations.

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?

They participate in professional development workshops during FLEX week, twice per year.

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?

The department needs more full time faculty and staff.

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

There should be more on-demand professional development opportunities.

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?

Some are knowledgeable, others are not. They may participate in professional development during FLEX week, twice per year.

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?

More full time faculty and staff need to be hired.

## Internal and External Communication

### Program Review Internal & External Communication : Version by Oase, Daniel on 11/22/2019 16:34

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

2018

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

September, 2019.

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?

The website is updated as needed. Yes, it contains the program's important information. Outcomes and assessment results are not posted on the website.

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?

Information is exchanged during a monthly Division meeting.

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

They are working well and improving operations.

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?



More full time faculty and staff need to be hired.

## Planning Agenda

### Program Review Planning Agenda : Version by **Oase, Daniel** on **11/22/2019 16:34**

| <b>Actions for 2019-2022</b>   | <b>Supporting Data</b>                          | <b>Resources Needed</b>                                | <b>Estimated Cost</b> |
|--------------------------------|---|--|-----------------------|
| Hire two full-time instructors | The department generates approximately 300 FTES | General fund dollars. Academic senate faculty ranking. | \$300,000             |

## Summary Report

### Program Review Summary Report - What is and is not working : Version by **Oase, Daniel** on **11/22/2019 16:34**

Briefly describe and explain what is working well in your program/service area.

New program development, online course design.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Operations and scheduling.

### Program Review Summary Report - Resources : Version by **Oase, Daniel** on **11/22/2019 16:34**

| <b>Facilities</b> | <b>Technology</b>   | <b>Equipment</b>       | <b>Personnel</b>               |
|-------------------|---------------------|------------------------|--------------------------------|
| Classrooms        | Computers, software | Audio Visual Equipment | Faculty, staff, administration |

### Program Review Summary Report - Initiatives and Other Findings : Version by **Oase, Daniel** on **11/22/2019 16:34**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

The resources we require include computers, software, and audio/visual equipment.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

N/A