

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Italian
Department Name:	World Languages
Division Name:	Languages and Literature

Please list all participants in this Program Review:

Name	Position
Scott Nelson	Assistant Professor
Kathleen Sheahan	Department Chair

Number of Full Time faculty	.66	Number of Part Time Faculty	1-2
------------------------------------	-----	------------------------------------	-----

Please list the Classified positions (and their FTE) that support this discipline:

Language Lab Instructional Support Assistant III, 100%
 Department ADA, 100%

What additional hourly staff support this discipline and/or department:

Student Workers (6) 25%

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the World Languages Department is to provide an engaging teaching and learning environment for students to gain language proficiency in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Emphasis is on the expansion of cross-cultural awareness, as well as the development of speaking, listening, reading and writing skills in the target language. Through the study of languages, students develop an awareness of the experiences of others, an understanding of their unique ways of life, and a recognition and respect for their diversity and contributions to the world.

We are committed to helping our students achieve communicative competence in world languages in order to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

There are no degree or certificates offered but one is currently being proposed (AA and certificate in Italian)

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	x
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
Enrollment was steady during the first three years of the cycle and increased slightly during year two. During the fourth and fifth year, enrollment decreased (382, 438, 378, 350, 232). The enrollment decreases in years four and five were expected because fewer courses were offered.						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

No Italian courses should be deactivated. There are not a large number of Italian courses offered each semester and therefore there are few class cancellations. The enrollment numbers and fill rate of each course over the last five years is the following: Italian 101 (262, 93%; 288, 82.29%; 214, 61.14%; 216, 77.14%; 144, 68.57%). Italian 102 (102, 72.86%; 114, 81.43%; 114, 54.29%; 90, 64.29%; 56, 40%). Italian 201 (18, 51.43%; 36, 90%; 50, 71.43%; 44, 62.86%; 32, 45.71%).

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	x
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	x

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

The **WSCH/FTEF** (523.72 493.58 375.00 465.00 382.80) has fluctuated over the last five years. It is difficult with a small program to read too much into the data but with fewer course offerings and no current AA or certificate program (currently in the works) it is harder for student to fit these courses into their schedule. With more stable course offerings, the proposed AA/Certificate program, new online course, an Italian tutor and the Italian Game Hour meetings, the WSCH/FTEF is expected to begin to rise. The Department as a whole is also putting in action several strategies to attract students: open house events to promote our courses with the local high-school population, on-line courses that might attract distant students, participation and organization of other events such as "Cafe International", "game night", and "film night". While we enthusiastically give our time to plan, promote and execute these events, any help with promotion and funding would be greatly appreciated.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

Over the past five years, all Italian courses have been taught by two part-time faculty members, except for during the 2016-17 year. There is now a .66 full-time faculty member that should provide a strong boost to the Italian program. Limited course offerings moving forward may encourage part-time faculty to seek employment elsewhere, thus further limiting potential future course offerings.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Our success rates have stayed basically the same over the past five years (87.7% 81.5% 81.8% 83.9% 88.2%). They are slightly above the college overall success rate, and this is expected because students that take Italian generally due so out of personal motivation as opposed to simply completing a requirement. FALL 2017 is the first semester that an online course has been offered in Italian, so there is currently no long term data to report. The course filled quickly this semester (FA 17), and

enrollment was near 35/35 at the beginning of the semester.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	Female students are more likely to enroll in Italian courses, and the results show that female students have a better overall success rate than male students but not every year. Over the past five years the success rate of female students (87.2% 86.6% 74.5% 82.9% 87.9%) is slightly better than that of male students (85.3% 74.1% 86.8% 86.9% 80.0%). There is not a significant difference; therefore, no conclusion can be drawn based on gender.
Age	The success rate based on age has been steady over the last five years (85.5% 80.2% 86.2% 80.2% 80.6%). What has changed is the age category that shows the lowest and highest success rate. It is difficult to read too much into these numbers; however, because of the small sample size. For example, in the 2016-17 academic year there were only 10 students in the 25-49 range. The numbers have fluctuated in a way that makes it impossible to come to any meaningful conclusions.
Ethnicity	Over the past five years more Hispanic students enrolled in Italian courses than white students and Hispanic students (96.4% 89.5% 84.1% 85.7% 92.0%) have a higher success rate than white students (85.7% 83.7% 78.5% 77.1% N/A) during that time frame. This is most likely because the structure of the Italian language is similar to Spanish.
Special Population (examples- veteran, foster youth, etc)	The data for these groups is suppressed due to small numbers.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Italian classes offered during the day (87.7% 84.5% 84.0% 83.9% 88.2%) have had a better success rate than Italian classes offered at night (N/A 37.5% 70.6% N/A N/A) although those finding are limited due to suppressed data. Term load status results fluctuated from year to year but was essentially the same for full-time students (90.7% 84.1% 80.0% 78.7% 71.4%) as it was for part-time students (82.6% 75.0% 80.0% 87.5% 94.9%). Other variables cannot be analyzed because of the suppressed data.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

A. The College's institutional standard for course success rate is 70%.

- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70%

Why?

The Department follows the institutional standard for course success rate of 70%. The success rate for students studying Italian is higher (87.7% 81.5% 81.8% 83.9% 88.2%). This higher success rate likely comes from the theory that students enrolled in Italian courses are more likely to have some sort of personal motivation for learning the language. This desire to learn the language results in higher success rates.

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

There is no data to report because there are currently no degree programs offered in Italian.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

N/A

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

While many of the students either met or exceeded the course SLOs over the past three years, SLO Assessment Results have shown that there is a need for increased practice in reading pronunciation and in written communication. For example, during the 2014-15 academic year, only six of the 21 students taking ITAL 201 either met or exceeded the SLO requirement. While students did much better during the 2013-14 academic year, this drop in success shows that this is an issue that needs to be addressed. With that in mind, students currently enrolled in ITAL 201 (FA 17) are getting much more practice writing in the target language and will have several pre-writing activities (brainstorming, group discussions, peer correction, rough drafts) that will help them prepare for the SLO writing assessment. It is not fair or realistic to expect students to complete a complicated 500-word essay without proper preparation. As for reading, more time is currently being dedicated to reading aloud individually and as a group in the target language. More feedback is being given directly to students and greater emphasis is being placed on reading fluency and accuracy of pronunciation. To aid in this effort, the department now provides an Italian tutor for our students in the World Languages Resource Center. Several software applications, such as Transparent Language, have also been purchased to support to provide students with more learning opportunities.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

The assessment methods seem to be working well as they require students to demonstrate abilities that one should be learning in each of the current courses offered. The assessments directly assess reading comprehension, writing and speaking. From the assessment results it is possible to determine what we are doing well as instructors and what things we need to change. As previously mentioned, there is a need for increased practice in reading pronunciation and in written communication.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

There are currently no degree/certificate programs offered in Italian.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

As previously stated, there is no need to deactivate any of the current Italian courses (ITAL 101, 102, 201). In fact, we are currently in the process of creating two new courses (ITAL 202, 225) and an Italian AA/Certificate. Once this degree/certificate is officially approved and students start to enroll in this program, we will have data to report and a better idea of what changes need to be made or what situations need to be addressed to ensure that students are receiving the skills necessary for this type of program. For the three Italian courses that we currently offer, the adoption of a new and more current textbook has been beneficial to student learning. The text presents the material in a more user friendly manner, and the accompanying website provides more access to online grammar, listening and speaking exercises. The text and online site offer more opportunities to improve cultural knowledge and to learn what life in Italy is like.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The Italian courses are offered in a sequential manner. Students must complete ITAL 101 to take ITAL 102 and ITAL 102 to take ITAL 201. This is because the material learned in the previous course is essential for student success in the next course. Enrollment issues and scheduling have negatively affected the program sequence over the last two years. Because ITAL 102 classes are only going to be offered once an academic year, it may then be difficult to get enough students to enroll in the upper levels.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

This is not something that is currently being taken into consideration as no other department requires this course for their program. Some disciplines that would benefit from the study of Italian language and culture would be the following: Art, Art History and Architecture (Italy is home to 45 UNESCO sites and according UNESCO, over 60% of the world's art treasures are found in Italy. Some of the most famous Western artists, from Giotto to Michelangelo, were Italian. Knowledge of Italian is vital to understand the contexts of this art); Cinema (From neorealism to post-modernism, Italian cinema has produced some of the most celebrated films of the 20th century. Here is a quote from Federico Fellini, Italy's most celebrated film maker: "Una lingua diversa è una diversa visione della vita." "A different language is a different vision of life."); Literature (Italian literature boasts some of the world's most famous writers and thinkers, from Dante, Boccaccio, Petrarch and Machiavelli, to Verga, Svevo, Pirandello, and Gramsci, to name a few); Performing Arts (Italian theater and opera - specifically the Commedia dell'arte, started in the 16th century - are still some of the most studied and performed theatrical and musical genres around the world); Fashion and Interior Design (Italy is the world's hub when it comes to fashion and design and has produced some of the world's most famous designers such as Versace, Gucci, Armani, Benetton, and Prada); International Business (Italy is one of the top economies in the world, with many employers seeking people who speak Italian. Over 7,000 American firms do business with Italy and over a thousand US companies have offices in Italy, including Chrysler, General Electric, ExxonMobil, IBM, and Citibank. There are also numerous Italian companies that have offices in the US); History and Political Science (From the Roman Empire to the Renaissance to unification, Italy has some of the richest history of any country in the world). Italian language and culture are also essential for anyone interested in tourism, culinary arts, or teaching English in Italy.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	There is now a full-time faculty member teaching Italian and leading the Italian program. This faculty member has updated curriculum, revised and created SLOs, created and proposed a new AA program and two new Italian courses (ITAL 202, 225). There is also an Italian game group that meets weekly and an Italian tutor offering students peer assistance and feedback.
Weaknesses:	We need to increase interest and enrollment in courses. More promotion needs to be done to spread the word about our Italian offerings and happenings. There appears to be a lack of awareness on campus about our events and what is happening in the program.
Opportunities:	There is no Italian program at CSUSM so we can offer those students an opportunity that they

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	do not have there. Many students already come from CSUSM and that is something we want to see continue and expand. We would also like to give students more opportunities to use the language on a daily basis both on campus and through community events.
Threats:	College enrollment is down from previous years and less Italian courses are being offered this year. Many online courses are being offered at other colleges and hence, competing for our students.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Creation of an ITAL 101 online course	x		
Offer an Italian 202 course and an AA/certificate program in Italian.		x	
Hiring and maintaining an Italian tutor in the WLRC		x	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Creation of two new Italian courses (ITAL 202, 225) and implementation of AA degree/certificate in Italian
Strategies for implementation	The courses and program proposal have been submitted and we are awaiting approval.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase in enrollment is expected to follow.
Goal #2	
Program or discipline goal	Strengthening online course offerings and technology available to improve existing courses.
Strategies for implementation	As ITAL 101 online was offered for the first time this semester (FA 17), we will need to evaluate the course and see what needs to be changed and or improved. Student evaluations and peer feedback will help us determine what steps to take.
Timeline for implementation	Spring 2018/Fall 2018
Outcome(s) expected (qualitative/quantitative)	As the courses are improved, it is expected that more students will enroll in our online course offerings.
Goal #3	
Program or discipline goal	Create more opportunities to use the target language and culture in an

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	authentic and engaging setting outside of the classroom.
Strategies for implementation	The creation of the Italian game group and other department activities such as Cafe International and film nights.
Timeline for implementation	Fall 2017/Spring 2018
Outcome(s) expected (qualitative/quantitative)	Increase in enrollment
Goal #4	
Program or discipline goal	The goal of the Department is to increase full-time faculty members. Currently 69.64% of courses are being taught by part-time faculty.
Strategies for implementation	We are considering a position that is multi discipline
Timeline for implementation	2017-18 academic year
Outcome(s) expected (qualitative/quantitative)	Increased enrollment and a greater presence on campus.
Goal #5	
Program or discipline goal	Increase tutoring in the World Languages Resource Center.
Strategies for implementation	Acquire more funding or new sources of funding to pay students an hourly wage.
Timeline for implementation	2017-18 academic year
Outcome(s) expected (qualitative/quantitative)	Peer tutoring is one of the best ways that students learn and review material outside of the classroom. Not only is the material being presented in a different way but it being presented by someone that will not be grading the students. The expected outcome is greater student retention and success rates in our courses.

3. How do your goals align with your discipline's mission statement?

These goals mirror the discipline mission statement and strive to meet the needs of our students while creating global citizens.

4. How do your goals align with the College's Strategic Plan Goals?

These goals are derived from the college's strategic plan goals.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Kathleen Sheahan
-------------------------	------------------

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Date	11/28/2017
-------------	------------

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	Shayla Sivert
Date	11/25/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Having a talented and hard-working full-time discipline faculty member is already helping to revive the program. As you can see from above, the discipline has tightened its curriculum and made changes based on data from SLOs.	
2. Areas of Concern, if any:	
Competition from outside of the college	
3. Recommendations for improvement:	
Provide training for students and faculty involved with online classes; continue to brainstorm opportunities for inreach and outreach.	

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Seth San Juan
Date	12/11/16
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Excellent success rates and the creation of ITAL 101 online course.	
2. Areas of Concern, if any:	
Decreasing enrollments and a lack of online courses.	
3. Recommendations for improvement:	
Communicate with other departments when scheduling courses in the future.	
4. Recommended Next Steps:	
X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/18/2018
1. Strengths and successes of the discipline as evidenced by the data and analysis:	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

1. Same question on mission
2. Data included for discipline enrollment is well presented
3. Same for fill rates – though should address level 3 courses- always lower but these are disproportionately low it seems
4. Good analysis of gender, age differences- and success rates are generally really strong- that's great!
5. Though you are right about not enough courses to judge- evening courses in general are much lower now- most (though not all) students prefer DE over evening more so than they did in the past etc. Good observations.
6. Really interesting ideas about collaboration and UNESCO—thanks for sharing that- could be some great connections. Same with comprehensive planning section- really well done and so thoughtful.

2. Areas of Concern, if any:

- a. The number of courses really doesn't affect wsch/ftcf. You could have 1 course and be at 525 or higher. I think you are meaning less courses feeds the others, but if the demand isn't there for the others, offering more would actually decrease wsch/ftcf. Again they key is more students and helping them be successful (which you folks are doing a great job at).
- b. Same issue with SLOs- what is the SLO requirement? Really nice narrative- you just need to take 1 more step in specificity- almost there.
- c. No concern with overall report.

3. Recommendations for improvement:

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.