



# Program Review and Planning 2019-2020

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2019-2020

**Are you completing a comprehensive or annual PRP?**  
Comprehensive

**Department Name**  
Media Studies

**Discipline Name**  
Photography (PHOTO)

**Department Chair Name**  
Wendy Nelson

**Division Name**  
Arts, Media and Business Administration

**Website address for your discipline**  
<http://www.palomar.edu>

#### **Discipline Mission statement**

It is our goal to encourage, engage and enlighten students of Photography through offering a complete AA program as well as certificates in Commercial Photography, Fine Art Photography and more. The student population in the Palomar Photography Department is comprised of a diverse group in age, interest and background, and they come from all areas of North San Diego County and beyond. Their goals range from exploring career options to life enrichment. In addition to acquiring strong technical skills, students are encouraged to pursue their own expressive personal vision.

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

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
Yes

#### **List all degrees and certificates offered within this discipline.**

Alternative Process Photography: CERTIFICATE OF PROFICIENCY

Digital Imaging: A.S. DEGREE MAJOR OR CERTIFICATE OF ACHIEVEMENT

Fine Art Traditional Photography: CERTIFICATE OF PROFICIENCY

Photography: A.A. DEGREE MAJOR OR CERTIFICATE OF ACHIEVEMENT

**Please list the names and positions of everyone who helped to complete this document.**

Amy Caterina, Associate of Photography

Scott Klinger, Associate of Photography

**Full-time faculty (FTEF)**

2

**Part-time faculty (FTEF)**

6

**Classified & other staff positions that support this discipline**

None at this time. Former full time technician retired. We are endeavoring to fill this position.

**Additional hourly staff that support this discipline and/or department**

Three to four hourly staff depending on lab class offered.

## **PROGRAM INFORMATION**

### **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

Here are my program outcomes:

1. Graduating and certificated students will have the literacy and skills to produce images that demonstrate photography's visual and expressive elements using standard professional production equipment and processes. Students will produce a body of photographic work that is suitable for production or exhibition.

We are only assessing one program outcome at this time. However, we recently wrote two new outcomes, for example Create photographs that illustrate a critical understanding of visual language and visual literacy, and plan to assess in the future. The new outcome will measure employer and transfer expectations.

**Describe your program's plan for assessing program learning outcomes.**

Our program has not been assessed in several years. The two new photography professors will prioritize the assessment of both program outcomes within the next two years.

**Summarize the major findings of your program outcomes assessments.**

Since the programs have not been assessed we can not answer this right now, but our goals for this program are to give the students the tools, connections and technology skills to find and maintain employment.

We need more information on student outcomes.

**Reflecting on the major findings you summarized, what are some questions you still have about**

**students' learning in your program that you have not yet been able to address with your outcomes assessments?**

Some questions that we have about our students' learning in our program include how to adjust our certificates and classes to further focus on students getting employment upon completion.

We need to add internships and service learning to get students active in the local photographic community.

We will also assess the sequencing of our course offerings.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

ILO 2, Computation: B Inquiry and analysis

ILO 3, Creative, Critical, and Analytical Thinking: A Critical thinking

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

All of our courses are mapped to the Creative, critical and analytical thinking. For example, in Photo 130 Digital Darkroom, 85% of students demonstrate the correct use of technical elements and effects add to the overall photograph by enhancing the audience's experience and supporting the goals and purpose of the project. Technical elements and effects may include: white balance, tonal curves, contrast, noise reduction, sharpening, lens corrections and use of smart objects. 85-90% of the students produce an exceptional print and online portfolio, while the remaining 10-15% do not successfully complete the print or online portfolio.

Another example of outcomes for Photo 120: 85% of students finished the semester with a strong competency in using their digital camera and working with the components of exposure and As evidenced by the completion of assignments, successful student assignments demonstrated a knowledge of selecting proper aperture, shutter and ISO settings.

## **PROGRAM COMPLETIONS**

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**

For the year 2017-18 we had 16 completions.

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Decreased

**What factors have influenced your completion trends?**

Cancellation of classes.

**Are the courses in your discipline required for the completion of other degrees/certificates?**

Yes

**Please list them**

Photojournalism 140 / Journalism AST

**Do you have programs with 7 or fewer completions in the last 5 years?**

Yes

**What steps are you taking to address these completions?**

We deactivated programs and certificates, focusing on adding non credit courses for typically low enrolled courses.

**What is your program standard for program completion?**

70.0%

**Why did you choose this standard?**

Matches the college's program standard and provides consistency throughout the programs.

**What is your Stretch goal for program completion?**

75.0%

**How did you decide upon your stretch goal?**

While a 5% increase may seem small, it allows for modest growth and success. Before we ask more of the students, the full time faculty with department support must revise our programs with a review of curriculum and course offerings, a consistent schedule of higher level classes and establishment of photographic ties and internship possibilities in our community.

## **ENROLLMENT TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your efficiency trend over the last 5 years? Was it expected?**

Last year our completions dropped from 24 to 16.

**What factors have influenced your efficiency trends?**

Poor placement of classes in the schedule, problems with PT instructors and cancellation of classes.

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?**

The schedule of course offerings has not been efficiently planned in the past. We have completed guided pathways maps for each of our certificates and program so that we can schedule our classes with predictability that will ensure program completion.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

We choose this standard because it matches the college standard and provides consistency throughout Palomar.

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected?**

Yes, we have experienced cancellation of classes.

**What is your Stretch goal for COURSE success rates?**

75.0%

**How did you decide upon the goal?**

While a 5% increase may seem small, it will allow the faculty to rework and rewrite the program.

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**

Decreased

**Was this expected? Please explain.**

class cancellations.

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

When or where (time of day, term, location)

**When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

We have to consistently schedule our higher level course offerings at the time the students are the most available.

**Are there differences in success/retention between on-campus and online courses?**

No

**Do you have any best practice methods you use for online courses to share with the community?**

I incorporate active learning principles into my online and ground classes.

## **COURSE OUTCOMES**

**How is course assessment coordinated across sections and over time?**

Courses have been assessed within the 3 year timeline, however we would like to connect more with the part time faculty and show assessment results. It would be great to include part timers in this process.

**How have you improved course-level assessment methods since the last PRP?**

Striving for more meaningful results and analysis. We will be using Canvas to gather information about our outcomes and Slos.

**Summarize the major findings of your course outcomes assessments.**

Our program assessment shows that from our multiple courses approximately 50% of our students submitted work completed in class projects to be juried for an exhibition. From these submissions, over 65 images were selected to be presented in two exhibitions in professional galleries.

The major findings show a successful and healthy department with student success. But more detailed and employment based outcomes will be created and monitored.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**

It is important to follow students along their education to see if they are staying up to date with technology and equipment. Are they working with a company or business, or are they self employed? Also, how is our course sequence working and is there a way to enforce our prerequisites?

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

I would like to include more part time faculty feedback. We need institutional research and planning to help us track our students after they graduate or transfer.

I think we need to structure our sequence of classes, and make sure all of our faculty are receiving the

proper training about Canvas and online education.

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

### **How do your course outcomes help your students achieve their program outcomes?**

Our course content includes outcomes that will help achieve our program outcomes. However, we need to revise both our course and program outcome to insure alignment.

### **How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

We have completed guided pathway maps for each of our certificates and degrees. A challenge we face in ensuring scaffolding is consistent scheduling of upper level classes and class cancellation. When our maps are completed they will be available to potential students in counseling, posted on our website and used by our faculty in active recruitment.

### **What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**

We have mapped our last 3 years of course offerings and are in the process of ensuring that classes will be scheduled at the correct date, time and semester so that student enrollment will ensure the class is not cancelled. We currently offer an 8 week fast track in History of Photography, and are developing more courses.

### **How do you work with other departments that require your course(s) for program completion?**

We would like to explore our cross disciplinary options. I have worked with Erin Hiro in the journalism program to hire new faculty and ensure enrollment. We would like to work with Cinema, Arts (Graphic Design,) Sociology and Visual Anthropology.

### **Does your discipline offer cross-listed courses?**

Yes

### **How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?**

Erin Hiro and I work together in scheduling and hiring, keeping the COR our main focus.

### **Are there curriculum concerns that need to be resolved in your department? What are they?**

Absolutely, and this has been my priority in the last year. I have been reviewing and updating SLO's,

deactivating old or redundant classes, writing new courses to expand upon our curriculum, and am doing course reviews to make sure they are updated to industry and employment standards.

**Are there courses that should be added or removed from your program - please explain?**

I have deactivated courses that have not been offered in several years and am writing non credit courses to support our courses.

**How is the potential need for program/course deactivation addressed by the department?**

I have had meetings with our chair Wendy Nelson to trim down our course offerings- deactivate courses that have not been offered or are redundant. My goal is provide a clear course listing in the catalog so students understand the guided pathways and what courses they need to get a degree or transfer.

**Is your department pursuing non credit or not-for credit options at this time?**

Yes

**Are there areas you would like to expand?**

Yes. We are writing additional non credit courses to support our course offerings, as well writing not for credit courses and workshops that will engage and inspire the community. I am looking into funding to create a second online History of Photography course covering 1930's to present. Also, expand on building new CTE curriculum focusing on industry readiness, employment. For example, we in the process of developing a hybrid video/photo class for photographers based on the feedback from our advisory council.

Click here for information about [Noncredit](#) and [Community Education](#)

**Is your department offering online classes?**

Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

We absolutely consider which classes should be ground versus online instruction. Our studio classes which include demonstrations and printing are offered on campus. We have also considered what a hybrid of these courses would look like and how this option may be a valuable offering. We currently have 2 online courses and I will be writing a third as second part to our History of Photography curriculum.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

The photography program is a strong thriving program that just needs to have its course offerings updated and reconsidered. The program outcomes need to be expanded upon and redirected to serve the needs of the students. It is my goal to hone in on the students goals and rework this program to ensure them completion, transfer and employment. We have met with our advisory committee made up of professional industry mentors that are assisting up in writing the future of the program.

## **CAREER AND LABOR MARKET DATA**

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.



**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Careers include photojournalist, portrait photographer, advertising photographer, sports photographer, commercial photographers, studio owner, photo editor, scientific photographers, digital lab assistants, editorial photographers, printers, photo retouchers and digital technicians.

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Photography, Sales, Customer Service, Journalism, Teamwork / Collaboration, Editing, Creativity, Computer Literacy, Detail-Oriented, Communication Skills, Adobe Photoshop, Final Cut Pro, Adobe InDesign, Adobe Acrobat, and Adobe Creative Suite.

**How does your program help students build these KSA's?**

We have a robust and comprehensive program that addresses these skills and abilities through our curriculum, and we are actively modifying curriculum to stay up with industry standards.

## **Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

We are actively working to establish an internship program within our community. Palomar has an extensive service learning program that allows students to be matched with non profits for photographic services.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

In consultation with our advisory council, our curriculum is based upon current industry standards and best practices. This mentality is woven throughout our curriculum from our intro classes to our advanced

classes. We also incorporate real world assignments with real world stake holders as part of our curriculum.

**How do you engage with the community to keep them apprised of opportunities in your program?**

Yes, we are in communication with our advisory council, and community stakeholders in developing programs and We have an robust website and are creating a public relations packet for high schools and local businesses. We also take advantage of opportunities to interact with community stakeholders through department activities and through our student photo club.

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

The labor market outlook for San Diego County and Southern California as a whole is excellent with a 10% increase in jobs anticipated over the next 3 years. Employers in San Diego County alone will need to hire 218 workers annually which equates to nearly 700 job openings over the next three years. Entry-level employment in the field has a median hourly wage of \$16.73 which is above the MIT Living Wage Index for San Diego County and nearly \$4.00 an hour above the Self-Sufficiency Standard for a single adult in San Diego County. All of these numbers also only reflect wages paid by entry-level employers and not self-employed paths of income for photographers such as wedding, portrait, pet, headshot, commercial and many other fields which pay far above \$16.73, and which many of students go on to do. While our program here at Palomar is the top supplier of awards in the region among the Mira Costa, San Diego City College and Southwestern, all of the schools combined currently award 91 awards annually which leaves a supply gap of 127 jobs still to be filled. Our equipment and activities are designed to help close this supply gap by increasing our completers and providing qualified applicants for the jobs.

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

We offer a Portfolio and Professional Practices courses and we are working at building partnerships to with local employers to build a pipeline for our students.

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

February 25, 2019

In attendance: Don Bartletti, Larry Daniels, Grant Brittain, Melinda Finn, Michael Domine and Scott Davis  
Faculty: Amy Caterina and Scott Klinger.

We learned the lines between disciplines are blurring and students are more valuable to employers with graphic design, video and writing skills.

**What are the San Diego County/Imperial County Job Openings?**

Top Employers in San Diego County for Photographers: Mom365, Inc, Lifetouch, Tribune Company, NBC, Kusi, Kfmb Stations, Photogenic Incorporated, Magic Memories Llc, San Diego Community College District, Teddy Bear Portraits, Bella Baby Photography, Hornblower Cruises Events, Iconic Group and Scripps Health.

## **Program Goals**

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

## **Goals**

## Goal 1

### Brief Description

Institute Adult Ed and Community Ed classes to increase familiarity with our program in the community and encourage future enrollment

### Is this a new or existing goal?

Existing

### Goal Status

Ongoing

### How will you complete this goal?

I have written 3 non credit courses, and am working on several more. These have been instrumental in enrollment.

### Outcome(s) expected (qualitative/quantitative)

Added enrollment to our program.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Non credit courses allow students to retake classes with advancing technology.

### Expected Goal Completion Date

5/22/2020

## Goal 2

### Brief Description

Update our Studio with ceiling grid system of lighting

### Is this a new or existing goal?

Existing

### Goal Status

Completed

### How will you complete this goal?

Equipment purchased and installed.

### Outcome(s) expected (qualitative/quantitative)

Provides a more safe environment in our studio and provide better and more professional equipment with which to work for career training.

### How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Experience working in a studio, with current technology, is a part of our degrees and certificates.

### Expected Goal Completion Date

1/1/2019

## Goal 3

### Brief Description

Write a hybrid photography / video class that specializes in video production unique to still photographers.

### Is this a new or existing goal?

New

**How will you complete this goal?**

Working based off input of our advisory council we would write a new course that would address current industry needs and teach students the KSA's that would make them ideal candidates for entry level employment out of our program.

**Outcome(s) expected (qualitative/quantitative)**

Added enrollment to our program and increased job placement of our program completers.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

This course would directly address our area's mission statement by giving students innovative technical education that will allow students to enter the workforce. This course would meet aspects of the colleges strategic plan such as Objective 1.2: Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning and Objective 2.5: To better meet the needs of internal and external stakeholders, revise and strengthen integrated program review and planning processes across the institution.

**Expected Goal Completion Date**

5/25/2021

## STAFFING AND RESOURCE NEEDS

**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**

No

**Are you requesting additional Staff, CAST or AA?**

Yes

**In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)**  
loss of 1

## REQUEST FOR ADDITIONAL STAFF, CAST, AA

**Staff, CAST, AA request 1**

**Title of Staff position you are requesting**

Lab Technician

**How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?**

All of our classes are studio classes that require students to use of darkroom, digital lab, and lighting studio. The lab technician was in charge of running, maintaining, operating, and staffing, all of the department area facilities. The full-time lab tech retired 5 years ago and we had been approved to hire a replacement until a hiring freeze was put into effect. Since then we have been severely understaffed and had to cover the deficit with temporary workers. These workers are put into positions to cover

responsibilities that they should not be such as mixing chemistry in the darkroom.

**Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)**

Yes, and we have not been able to hire outside the department which further contributes to the scarcity of qualified applicants.

**Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.**

Yes, this position oversees the handling, preparation and disposal of hazardous chemicals and oversees the lab areas that students are required to use to accomplish the SLO's and PLO's.

## RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

**Are there areas in your budget where there has been a historical surplus (See three year trend)?**

No

**Are there processes that need to be examined to ensure we are being the most efficient with funding?**

No

**Are there ongoing needs in your department budget that you currently do not have the resources for?**

No

**Do you have non-general fund sources of funding?**

No

## One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

**Do you have one-time funding requests?**

No

## Review

### Chair Review

**Chair Comments**

Changes made:)

**Chair Name**

Wendy Nelson

**Chair Sign Date**

11/8/2019

### Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**Dean Name**

**Dean Sign Date**

## **IPC Review**

**Strengths and successes of the discipline as evidenced by the data and analysis:**

**Areas of Concern, if any:**

**Recommendations for improvement:**

**IPC Reviewer(s)**

**IPC Review Date**

## **Vice President Review**

**Strengths and successes of the discipline as evidenced by the data and analysis:**

I Appreciate the attention to re-engaging assessments of outcomes. I also appreciate the examination of the certificates. . Sorry to hear about the other complicating issues- you have a lot of talent in this program! The noncredit aspect should prove very interesting.

**Areas of Concern, if any:**

Solid review overall--

**Recommendations for improvement:**

Completions are down because potentially of cancelled classes- but the question is- why is interest lower in these areas bringing up the conversation around cancellation? That is the program, issue to discuss- thank you for starting to examine these issues through guided pathways etc. looking forward to changes as we see them.

**Vice President Name**

**Vice President Sign Date**