| PROGRAM | CYCLE/DATE | SUBSTATIATED GOALS |
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| ASL | Cycle Two  Fall 08 | 1. RC and NC Assess first cycle of SLO evaluation in our gateway course and determine  if any changes need to be made, fall 09. Begin second cycle of assessment.  2. RC and NC Begin five-year cycle to review credit course outlines in fall 2011, or  sooner, and submit changes to Curriculum Committee in spring 2012. |
| Aero | Cycle Three  Fall 10 | 1. Maintaining higher enrollment, page 15, II,A  2. Return staff to 4 permanent/full time positions, page 2(I.C), 31(V.A)  3.Update methods, page 4(I.C.5), 28, 29  4.Update/replace obsolete equipment, page 4(I.C.5),5(I.C.5)  5.Move to more electronic data, page 5(I.C.5)  6.Move to reduce paper reporting, page 5(I.C.5)  7.Increase/balance instructor/student ratios, page 29 (IV.B),19(II.A) |
| Ag Business | Cycle Three  Fall 10 | 1. Renovate AGR 1 computer lab to accommodate an increase in the number of computer stations (p. 17, 28)  2. Develop internship sites for Ag Business students enrolled in AG 19V (p. 25 – 26, 28)  3.Update instructional technology (computers, digital media, software, etc…) to keep aligned with industry standards (p. 25 – 26, p. 28)  4.Revise Agriculture Business A.S. Degree requirements (p.26) |
| Animal Science | Cycle Three  Fall 10 | 1. Increase the number of successful program completers in the animal science program.  2. Increase staffing to accommodate current and projected needs of the animal science program.  3. Upgrade the school farm instructional facilities and infrastructure.  4. Upgrade equipment inventory as needed to keep pace with changes in the workplace.  5. Acquire instructional supplies and materials needed to ensure viable instruction.  6. Market the animal science program.  7. Upgrade the school farm instructional livestock herds. |
| Art | Cycle Three Fall 12 | 1. Develop a transferable AA degree in Art/Fine Art based on the Transfer Curriculum Model (pg. 21, 26-30, Appendices A and B).  2. Develop a transferable AA degree in Art History based on the Transfer Curriculum Model (pg. 21, 26-30, Appendices A and B).  3. Cross-list digital art classes as both academic and vocational in order to qualify for additional or other hardware and software upgrade/replacement funding (pg. 24).  4. Develop an advisory board for digital media degrees and certificates (pg. 7, 27-29).  5. Renew and/or develop approved Certificates of Achievement in Digital Graphic Design, Animation, Digital Photography, Web Design, and more if necessary (pg. 7, 27-29).  6. Renovate existing, or build new, structures to accommodate the additional studio art courses offered by the TCM degrees (pg. 4-5, 9, 26-30).  7. Develop a departmental workshop for adjunct faculty to implement the SLO data collection and assessment process (pg. 26-27).  8. Develop and implement an empirical method of tracking art students who do not declare as art majors (pg. 23-24).  RC:  1. Update the hardware and software in Art 154 (the digital art/media computer lab) in a regularly scheduled and timely manner (pg. 7-9).  2. Hire a full-time instructor in drawing and painting.  3. Hire a full-time instructor for art history and art appreciation.  4. Photograph the murals on the art building walls, then paint over them.  5. Develop a public art project program that includes portable murals to be placed in various locations around campus.  MC:  1. Replace twenty graphic tablets in the Mac lab (pg. 8-9)  2. Replace two printers in the Mac lab with Epson 4900, 7900 (pg. 8-9)  3. Update Adobe Suite software in the Mac lab (pg. 8-9)  WI:  1. Replace twenty graphic tablets in the Mac lab (pg. 8-9)  2. Update Adobe Suite software in the Mac lab (pg. 8-9)  3. Fold Photography course curriculum into Art course cross-listing or heading  4. Hire additional fulltime faculty member for the art department  5. Redesign curriculum to support the adoption of SB 1440  6. Establish a strong presence of Art students utilizing the TMC for transfer degrees |
| Automotive | Cycle Three  Fall 10 | 1. More classroom and Laboratory Space (pg. 5,15,16)  2. Increase Annual Budget (pg.6)  3. Improve Student Learning Outcomes (pg. 8 thru 14, 16)  4. Formulate an Auto Basic Skills Entrance Exam (pg. 16) |
| Biology | Cycle Two  Fall 09 | **RC**   1. We need to maintain our Biology Budgets for Laboratory Supplies. This need is immediate and on going. 2. The process for the addition of a 5th Full Time instructor is on hold because of the budget but in the evaluation ending in the Spring of 2009 – the new Biology position was ranked second by the administration. We hope this can come to fruition by the Fall of 2011. 3. For supplies, maintenance, and equipment, this is a continual process as we use the expendable yearly, equipment and models age, and new equipment needs to be purchased like the autoclave. 4. The remodeling of the Life Science Building will need a capital expenditure for the workroom in LFS 6 because it is small and out dated, the workroom in LFS 11 is in a classroom, and the storage room off of the LFS 5 workroom is unsafe for the autoclave and all chemicals to be stored without proper venting of the autoclave. We have appending Decision Package for the LFS 5 Workroom. The STEM Grant may help us take care of the LFS 11 Workroom. The last area of concern is the LFS 6 Workroom.   **WI/CC**   1. Even with the addition of a second full-time biology instructor at WI, still less than half of the biology LHEs are taught by a full-time instructor; therefore a 3rd full-time biology instructor should be hired (pending growth funding). 2. With the opening of three new biology laboratories in WI Phase II coming in the summer/fall 2010, modify the biology schedule to better accommodate the students’ needs. There should be an opportunity to schedule classes that are more compatible with students’ work schedules. Pending growth funding, additional courses can be added to more adequately meet the high demand for biology courses, particularly in the pre-allied health concentrations of study. 3. WI Phase II will have a microbiology lab. A double lecture section of Biol-31 along with the labs equals 12.6 LHEs, nearly a full-time instructor load. WI does not have a microbiology instructor; therefore when Biol-31 is offered at WI, a microbiology instructor should be hired (pending growth funding). 4. F&E money needs to be utilized efficiently to ensure all biology labs are as well equipped as possible with this one-time source of capital. Specifically, care needs to be taken to make equipment purchases that reflect the current state-of-the-art technology for courses being offered (or that will be offered) at WI.   **NC**   1. Continue to provide adequate funding for consumable supplies and replacement equipment as necessary. With the addition or expansion for high consumable courses such as Biol-11A, Biol-11B, and Biol-31 there has been an increase in the need for consumables such as animal specimens for dissection and for state of the art equipment especially for cell biology or biotechnology. 2. Identify funds to upgrade technology in the lab as deemed necessary in the future. Biology is a field that continues to experience rapid technological changes, and this is particularly true for the medical professions. 3. Develop better accounting methods such that queries can be made in Datatel that accurately identify the monies spent on biology. 4. This program review does not address student success in sequential courses: Student progress through Biol-5 to Biol-20 to Biol-22 or Biol-11A to Biol-11B. Currently, such data are not provided; until these data are provided on a regular basis future program review will continue to be deficient in this respect. 5. This program review does not address student success after leaving WI, MC, or OC: Success of pre-nursing students in the FCC or CSUF nursing program or success of students who took Biol-11A or Biol-11B and then transferred as biology majors. Future program reviews will be deficient in this area until the data are provided.   **OC**   1. The OC is in need of a permanent part-time lab technician to assist with ordering supplies, setting up lab exercises, maintaining safety, etc. 2. There are no needs to modify the facilities at the OC. However, there lab is in need of some routine repair jobs, such as minor repair to electrical outlets, cabinet locks, floor tile, etc. In addition, there is a minor leak in the ceiling above the fume hood that is in need of repair. 3. Maintain membership and participation in professional societies. Attend professional conferences and workshops. Continue research and publication and presentation of such research. Increase competency in use of technology and multimedia. Travel to important and historical biological location 4. With the increase in demand for pre-allied health profession courses, the OC should eventually offer Biology 22 (Human Physiology). This would require additional lab supplies and apparatus, as well as a permanent lab technician (see above).   **MC**  12. Addition of one faculty member. As noted above, this has not been implemented due to budget constraints. Increased enrollment at the Madera Center, predominately in the allied health professions, will require an additional full-time instructor with emphasis in general biology/microbiology as well as anatomy and physiology.  13. The Allied-Health courses in particular Biology 31 and Biology 22 have seen an increase in enrollment. Expansion in section offerings in these courses is recommended. (see Table below).  14. Additional equipment and supplies. With the move to the new science building and expansion of the Allied Health courses, the purchase of new equipment and supplies needs to be an ongoing process in order to serve the new student population and to support the students entering into the LVN-RN Program. |
| Chemistry | Cycle Two  Fall 09 | Reedley College   * Replacement of 8 laptop computers is needed. These laptops are used for Chemistry 1A and Chemistry 1B for graphs, and for Chemistry 3B, Chemistry 8, Chemistry 28 and Chemistry 29 for tutorials, molecular modeling, technical drawing and research papers. * Reedley College is in desperate need for an additional classroom for large group instruction for all of the science courses. * Converting LFS-B into a classroom Fall 2009 will help, but a larger classroom accommodating 60-100 students is needed in the next 5 years. * A student aide is needed to assist with the preparation of laboratories, cleaning of chemical benches (custodians refuse to do this) and glassware. – Fall 2009 * An additional office for all science adjunct instructors is also needed in the next two years * An additional room for chemical instrumentation is needed in the next 5 years. This could be shared with physics and geology. * Expansion of the chemistry laboratories is needed in the next 10 years. * Continued support of faculty attending conferences and training to keep up to date with the chemistry field.   North Centers   * Hire a new instructor at the Willow International Center. This will require funding for a new instructor. Goal is to complete by Fall 2010 to coincide with the opening of the new science building. * Additional classes offered. The goal is to complete by as soon as possible. * Schedule flexibility. To meet goal we need to look at the times science classes are currently being offered and make some changes. This goal could be completed Fall 2010 which is the next semester we need to schedule. * Purchase sophisticated equipment. This will require funding. For the Willow International Center we are scheduled to purchase this equipment at the opening of the new building so the goal will be met Fall 2010. The Madera Center will need additional funding and the goal should be completed as soon as possible. * Hire a full time lab technician at the Madera Center. The chemistry department gets the experiments prepared but it is very difficult to maintain the inventory, safety and cleanliness. This will require additional funding and the goal should be completed as soon as possible. * Hire an additional full time lab technician at the Willow International Center. This should coincide with the opening of the new science building Fall 2010. * Funding to hire chemistry tutors. As soon as funding is available. * Hire an additional instructor in a split campus position for the Madera and Oakhurst Centers. As soon as funding is available. * Staff development opportunities. This should be an ongoing goal. * Expansion of research opportunities for students. As soon as organic chemistry is added to our schedule. * Part time lab technician at the Oakhurst Center. As soon as funding is available. |
| Child Development | Cycle Two  Fall 09 | Increase Staffing  o ECE Specialist  o Instructional Aides  o Early Intervention Specialist  Expand student Resource Center  Implement USDA food program / or develop alternate plan  Expand Professional Growth Topic Courses (CHDEV160)  Designate CCI lecture room for Child Dev.  California Alignment Project (CAP/core 8)  Create new CD and Lab School Program brochures (per core 8)  Create new CD sequence of courses (per core 8)  Feasibility for CD 19V and 160 Topic courses to be offered as CR/NC  Eliminate need for paid student staff  Hire CDC Office Support Staff (2 part-time permanent or 1 full-time)  Child Development Center building, per State Chancellor’s office plans / bond measure  ADA approved playgrounds  Furnishing for new Child Development Center building  Achieve NAEYC accreditation  **North Centers:**  Implement SLO assessment tools  Become more active in the process of creating and maintaining the annual budget for the Child Development Centers  Begin CDC garden project (WI)  Apply for grant to purchase kiln (WI)  Redesign CD Web Site  Established CD Campus Clubs  Create Learning Communities (CD & ESL) @ Madera Center  Continue to build CD advisory board  Serve on various community based organizations  Serve on Work Force committee for Volunteer Preschool  Become NAEYC Accredited @ WICDC  Hire 2 full-time CD instructors (1 for WI and 1 for MC)  Hire 2 permanent PT time office support staff  Replace outdated videos/DVD  Build library resources  Build the California Early Childhood Mentor Program (Grant funded)  Expand student resource materials  Explore funding for opening second infant/toddler classroom at Willow International CDC  Explore funding sources to building and operate a toddler program at Madera Center  Increase preschool enrollment by adding an inclusion program to our preschool classes in collaboration with Clovis Unified School District @ WI  Promote & Increase number of AA Degrees awarded  Hire adjunct online faculty  On going professional development training for CD instructors and lab school personnel |
| Communication | Cycle Two  Fall 08 | Reedley:  a. Change name to Communication in time for inclusion in 2010 Catalog.  b. Launch a Communication Major by 2010-2011 and include major in the 2010 catalog.  c. Complete Student Learning Outcome assessment cycle by Fall 2011.  d. Complete evaluation of class scheduling to optimize enrollment by Fall 2010.  "e. Complete curriculum process to launch these courses by Fall 2013:  i. 1) Intercultural Communication  ii. 2) Family Communication  iii. 3) Communication Confidence  iv. 4) Gender Communication  v. 5) Computer Mediated Communication  vi. 6) Introduction to Forensics  f. Establish and equip classrooms optimized for the teaching of the presentation arts by 2013.  g. Establish hiring guidelines and training criteria for new online Speech instructors by Fall 2009.  North Centers: Highly recommend the hiring of another full-time instructor for the Willow/International by F ’09  b. Implementation of the above Reedley College goals concerning additional courses by the Fall of ’13 |
| Composition Sequence | Cycle Three  Fall 08 | "  1. To reflect best practices, as noted in the Basic Skills Initiative, 70% of basic skills students should be taught by full-time faculty. To be in compliance with state guidelines, 75% of all classes must be taught by full-time faculty. Hiring considerations should reflect these percentages: fall 08 for spring 09 (RC) and fall 08 for fall 09 (NC and RC).  "  2. Hire more full-time generalist instructors: ongoing  3. All retiring and transfer positions must be immediately replaced with a tenure-track position: ongoing.  4. In addition to the incomplete and inaccurate data we have for this program review, we lack program-specific data that should be tracked as soon as institutional researchers are available. We should set the following tracking guidelines in place as a research request to begin as soon as possible (timeline dependent upon the hiring of a qualified institutional researcher):  5. Continue and expand Learning Communities, even if scheduling is difficult: ongoing  6. Continue and expand writing center workshops: ongoing  7. Continue funding Turnitin.com: ongoing  8. Increase theming of English 1A classes to stimulate interest and retention: ongoing  9. Increase communication with feeder high schools and other recruiting sites to increase enrollment, success, and retention: ongoing  10. As a department (all sites), develop a common rubric for English 1A research papers: spring 09  11. Begin implementation of SLOs (RC and North Centers), collecting data from all English 1A classes for outcomes 2 and 3: spring 09  12. Implementation of first cycle of Student Learning Assessment in English 1A (RC and North Centers): fall 09.  13. Request Institutional Research project to determine persistence across the program, and success rates of males vs. females and ethnic diversity (RC and North Centers): fall 08.  "14. Update North Center and Reedley libraries with online databases, (such as ProQuest and JSTOR)  and online books: spring 09  "  "15. Control of Symmetry and North Centers Review budget through the English Department:  ongoing.  "  "16. Instructors should attend conferences and workshops in basic skills, composition, research,  creative writing, new technology and/or teaching literature: ongoing.  "  "17. As time and funding allow, we should research possible sources and solutions for low  student success rate in first-year-English classes: fall 09.  "  "18. As time and funding allow, we should research ways to attract and retain more males in  composition classes: fall 09.  "19. We should advertise our themes, and create some to appeal to occupational ed. students.  These courses should not be limited to occupational education students, but should be scheduled at times convenient for occupational ed. Students: ongoing  NC:  • Additional full-time instructors at Willow and at Madera to increase the number of basic skills classes taught by full-time instructors. The goal should be approximately 70% of basic skills classes taught by full-time instructors.  • Expand the tutors-in-the-classroom program for English 250 (Madera) and English 252 (Madera and Willow).  • \*Monitor scheduling against DSP&S classes at Fresno City College and against English 262 and English 260 reading classes to avoid conflicts.  • Acquire funding for adjunct hours for basic skills training & participation in department functions such as norming.  Meet with counseling department to discuss intervention through brochures or personal counseling to capture students who have taken the placement exam but who have placed into English 250/252. There is good evidence that many of these students do not enroll.  • Seek ESL training for English 250/252 instructors since those are the default ESL classes in the North Centers.  • \*Expand learning communities and research the success of students who are in learning communities.  • \*Research possible themed English 252 & 125 classes for vocational education majors. (This is not a recommendation for curriculum change but for a variety of readings and assignments that will meet the needs and interests of specific student populations).  Continue implementing best practices through the Student Success Initiative  • \*Urge the acquisition of JSTOR and ProQuest databases for our library to support research at all levels of composition and literature.  • \*Expand the use of available software (Inspiration, for example) for developmental composition classes. At Willow, this will require computer labs being available for composition classes, so this item will need to wait for Phase II completion).  Discuss the flow of English 262  252 & 126  125 classes with the counseling staff. Currently, students are encouraged by the numbering system to take writing before reading, but clearly the reading skill is essential to writing success. Counselors should encourage students to take these classes in the proper order, numbering system to the contrary. Students should be discouraged from taking the writing classes first just because of a class vacancy. Perhaps a note in the class schedule would make this clear to students.  • \*Avoid scheduling English 125 classes before 9:00 a.m. to increase retention and success.  • \*Teach study and organization techniques as a part of the English 125 class to encourage success.  • \*Encourage the college to implement the FW grade so we can track retention and success more accurately.  • \*Continue to expand the use of Blackboard for class support.  Continue to encourage the use of auxiliary services: tutorial center, counseling, library, etc.  • \*Increase communication with on-line students about time commitments, hardware requirements, etc. Implement a general online assessment or mini-course on taking on-line classes.  Create an English AA degree to expedite transfers to 4 year institutions.  • \*Begin using the English 1A SLO in Spring of 09 to create a base for tracking future semesters.  • Seek regular and adequate funding for the North Centers’ Review  "• \*Course outline modifications to take through the curriculum committee:  o English 252: Align with English 250 and English 125  o English 125: to support preparation for English 1A SLO; to modify outcomes and objectives to reflect grammar elements in the course outline; to include timed in-class essays; to strengthen MLA guidelines; to recognize the purpose of credible research; to incorporate the reading of non-fiction prose.  o English 1A and English 3: to add an annotated bibliography to the course outcomes; to incorporate critical, analytical readings, including analysis.  o English 48: split into a two semester course  "  • North Centers institutional researcher will begin tracking students through the program so we have better statistics across time. This will ensure constant program review and improvement. See the PR text under Section V: Summary statement for specific tracking needs. |
| Computer Science | Cycle Two  Fall 09 | #1— Offer computer science core-courses to increase enrollment and build-up program  #2— Find Internship Opportunities  #3— Teach programming using graphic interface and programming games  #4— Modify lighting in FEM 4E computer lab  #5— Secure funding for software evaluation and purchase  #6— Unix operating system installation and support  #7— Establish a computer lab for computer science students, which will provide students with various operating system environments  #8— Schedule computer science classes in a computer lab  #9— Add a section of CSCI 40/ENGR 40 at Willow-International when the budget permits.  #10— Approval for conferences and training |
| Creative Writing | Cycle Two  Fall 08 | RC  CREATIVE WRITING RC: Continually teach our creative writing courses each semester as scheduled as they are needed for the integrity of Symmetry, the Speakers Series and visiting authors in the classrooms, and for the Creative Writing Certificate, as well as being helpful recruiting tools for our literature classes; beginning spring 09  Promote CW Certificate to currently registered students in English classes; ongoing  Recruit students for Certificate and English major from among high school classes; ongoing  Tie participants for speakers series and 1W1 to English classes in general and CW classes in particular; ongoing  Encourage simultaneous enrollment in CW and literature classes; ongoing  Continually teach our creative writing courses each semester as scheduled as they are needed for the integrity of Symmetry, the Speakers Series and visiting authors in the classrooms, and for the Creative Writing Certificate, as well as being helpful recruiting tools for our literature classes; beginning spring 09  31. Re-write English 300 to comply with new course outline format; fall 08  Contact students via email and class presentations regarding creative writing courses; ongoing  Place creative writing course recommendation on English 1A Exit Recommendation form; fall 08  Create brochure highlighting creative writing courses; fall 08  Meet with counselors regarding creative writing courses; ongoing  Place advertising highlighting creative writing courses in the schedule of courses; ongoing  NC  CREATIVE WRITING:• Promote the creative writing certificate to currently registered students in English  • Recruit students for the creative writing and English certificates from high school classes  • Tie speakers’ series to English and Creative Writing classes.  • Encourage simultaneous enrollment in Creative Writing and Literature classes.  • Continually teach our creative writing courses each semester as scheduled. |
| Criminology | Cycle Three  Fall 12 | 1. Upgrade facilities (5,6)  2. Attracting more students for criminology (19-20, 35-37)  3. Hiring additional full time instructors at both Reedley College and the North Centers. (19, 35-37)  4. Re- evaluating the criminology program (19, 35-37) |
| Dental Assisting | Cycle Three  Fall 10 | 1. Hiring a third full-time instructor  Pages 3, 5  2 Sterilization/Darkroom remodel  Pages 11, 12  3.Cabinet and instruments for drawers  Pages 4, 5  4. .Digital wireless x-ray system  Pages 11, 12  5. Laptops – laboratory  Pages 11, 12, 13  6.Modernization of the total building size  Pages 5, 11 ,12  7. CAD/CAM machine  Page 4 |
| ESL |  | 1. Review, revision, and updating of all ESL courses outlines will be during the 2008 – 2009 academic year. Revised outlines will be submitted to the Curriculum Committee for approval by Fall 2009.  2. Evaluation of program student learning outcomes will begin in Spring 2009. The ESL program will choose an article and develop a multiple choice reading test to assess mastery of the chosen outcomes. In Fall 2009 and Spring 2010, this reading test will be implemented ESL 266R sections and student performance will be evaluated. Based on two semesters’ test results, the program will evaluate the outcomes assessment to determine the consistency of information delivery in all sections of ESL 266R.  3. Survey enrolled students to better understand (1) how to recruit for the ESL program, (2) areas of student interest or preference, and (3) how to meet the language learning needs of ESL students. This will be a three-fold process. First, with the assistance of the Reedley College institutional researcher (contingent upon the availability), a survey instrument and methodology will be developed. Then the survey will be administered to student enrolled in ESL courses and data analyzed. This data will be used to inform recruitment efforts and to develop new courses as needed.  5.New ESL curriculum is likely to be needed in the coming years. Decisions for curriculum development will be based on the analysis of existing course outlines, data from the student survey, and other needs analysis research deemed necessary. It is anticipated that data will suggest the need for focuses grammar courses at the ESL 265 and ESL 266 levels, VESL courses at the ESL 265 and ESL 266 levels, and a listening/ speaking course at a level above ESL 266. Additionally, ESL faculty believe that ESL students may be well-served by access to dedicated ESL sections of developmental reading and writing taught by ESL-qualified instructors.  7. Improve communication between Reedley College ESL faculty and ESL faculty at high schools, adult schools, and nonprofit organizations involved in ESL in the Reedley College service area. The purposes for this improved communication include (1) broadening awareness and understanding of ESL programs in the area, and (2) promoting the Reedley College ESL program in its service area. A plan should be developed to assure ongoing outreach to these institutions. This goal may be reached by hosting events at Reedley College to expose faculty to the campus and its available services, as well as site visits to other institutions.  8. Professional Development will be provided for ESL Adjunct Faculty. Funding will be needed to pay faculty to attend this training. |
| Engineering | Cycle Two  Fall 09 | RC  Perform SLO assessments and analyze data to review courses. (Ongoing, begun in Spring 2009).  Review articulation agreements and pursue additional agreements. (Ongoing).  Attend articulation meetings with four-year institutions. (Attend Engineering Liaison Committee meeting every semester).  Continue yearly maintenance fee for SolidWorks graphics software. This will cost approximately $1500 per year per site. (SolidWorks license renewal is currently on the campus software purchasing list at Reedley College. SolidWorks license renewals are requested each year through Action Plan funding requests at Willow International).  Continue maintenance of C/C++ programming language software for ENGR 40. This is Borland C++ Builder at both sites. (Upgrades being considered at Reedley College for Spring 2010. Upgrades planned to be requested for Fall 2012 at Willow International).  Continue to purchase necessary supplies for ENGR 6 and ENGR 2. The cost is approximately $100 per year per site. (Ongoing. Accomplished with annual engineering budget at Reedley College. Accomplished via Action Plan funding requests at Willow International).  Reedley College Activities to Support Goals  Continue online sections of ENGR 6 and 8 and pursue other methods of expanding enrollments in these courses. (Every semester).  Promote engineering program through recruitment, outreach, and other activities. Include activities specifically designed to reach female students interested in engineering.  (STEM Ambassador Program starting in Fall 2009. Upward bound Program activities every semester and every summer. STEM conference every Spring starting in Spring 2009).  Continue to purchase adequate demonstration equipment for effective recruitment activities. The cost is approximately $400 per year. (Ongoing).  Pursue better methods to support online engineering students. This may include increased orientations for these students, a creation of an online student network, and improved online resources. (Start Fall 2009). |
| Environmental Horticulture | Cycle Three  Fall 10 | 1. Hire Full-Time Permanent Environmental Horticulture Instructor |
| Film | Cycle Two  Fall 08 | RC  FILM RC: 1. Add film Genre course  2. Add film titles to libraries at all three sites  3. Schedule film classes at night once a year to attract non-traditional students  4. Discuss and implement student learning outcome: “filmic meaning” across the curriculum  5. Upgrade equipment (projectors, sound, DVD players) in film classrooms.  Provide media stations (computers equipped to show DVD films) in ELC/ Writing Center or library for students to view/review films outside of class  Petition for more funding to supply film technique courses such as Digital video editing  Attract more female students  VTEA data for Film 5:Digital Video-editing  Counseling support and on-campus film events to attract non-traditional and female students.  Data for Program Review 2012 for how many students plan to major in film after leaving SCCCD, comparable Mark Analysis from colleges of the same size who offer Film 1  NC  FILM: Add Film Genre course  • Add film titles to libraries at Willow and Madera  • Schedule film classes at night once a year to attract non-traditional students at Willow and Madera  • \*Discuss and implement student learning outcome: “Filmic meaning” across the curriculum.  • Upgrade equipment (projectors, sound, DVD players) in film classrooms at Willow and Madera  • Provide media stations (computers equipped to show DVD films) in tutorial center and/or library for student to view and review films outside of class at Willow and Madera.  • Petition for more funding to supply film technique courses such as digital video editing at Willow and Madera. |
| Food and Nutrition | Cycle Three  Fall 11 | 1. (Page 23) Schedule FN35 &FN40 during Summer Session.  2.(pages 5 & 6) Return Supply budget to $622 annually  3.(Pages 8, 13, & 17)Offer FN258  Weight Control Annually on Saturday.  4. (Pages 19 & 23) Promote FN Courses in order to maintain enrollment.  6. (Pages 10-19) Ongoing FN Program research & development of education standards, curriculum, instructional models, advances in technology, & societal trends. |
| Foreign Languages | Cycle Two  Fall 08 | Spanish RC  "1. Review and revise as necessary self-assessment form currently being used to advise students regarding Spanish skills and appropriate course  selection (Fall 2008).  "  "2. Continue to work with counselors to improve the scheduling of students in the appropriate level class (ongoing).  "  "3. Write mini-grant to request funding for DVDs in order to expand audio-visual library (short term goal, Spring 2009).  "  "4. Continue to use flyers or develop posters advertising specific Spanish classes. Work closely with adjuncts to inform them of course offerings  inadvance of registration periods and solicit their aid in the recruitment  process (ongoing).  "  "Begin 5 year cycle to review Credit Course Outlines in spring 2009 or sooner, and submit changes to Curriculum Committee in fall 2009.  "  "6. Assess first cycle of SLO evaluation in gateway course and determine if any changes need to be made (Fall 2009). Begin second cycle of assessment.  "  "7. Continue to work with adjunct faculty to maintain standards and achieve consistency in working toward Student Learning Outcomes. Request  funding to pay adjunct faculty for additional hours (ongoing).  "  "8. Continue to explore textbook options that include fully integrated technology with an eye to keeping escalating costs down (ongoing).  "  " 9. Submit Resource Action Plan (RAP) to administration requesting funding for computer language lab (Fall 2008).  "  "10. Purchase computers, headsets, SMARTdesks and chairs for the computer language lab once the RAP has been approved and funds secured (July 09).  "  "11. Install computer equipment in SOC 31 and begin use in the fall 2009 semester (July and August 2009).  "  "12. Write curriculum for Spanish 6, The Short Story: Latin America (Fall 2009).  "  Spanish NC  "1. Review and revise as necessary self-assessment form currently being used to advise students regarding Spanish skills and appropriate course selection (Fall 2008).  "  "2. Continue to work with counselors to improve the scheduling of students in the appropriate level class (ongoing).  "  "3. Write mini-grant to request funding for DVDs in order to expand audio-visual library (short term goal, Spring 2009).  "  "4. Continue to use flyers or develop posters advertising specific Spanish classes. Work closely with adjuncts to inform them of course offerings  in advance of registration periods and solicit their aid in the recruitment process (ongoing).  "  "5. Begin five-year cycle to review credit course outlines in spring 2009 or sooner, and submit changes to Curriculum Committee in fall 2009.  "  "6. Assess first cycle of SLO evaluation in gateway course and determine if any changes need to be made (Fall 09). Begin second cycle of assessment.  "  "7. Continue to work with adjunct faculty to maintain standards and achieve consistency in working toward Student Learning Outcomes. Request  funding to pay adjunct faculty for additional hours (ongoing).  "  "8. Continue to explore textbook options that include fully integrated technology with an eye to keeping escalating costs down (ongoing).  "  "9. Consider alternate formats for offering language classes by exploring options at other colleges and universities (Spring 2009).  "  "10. Advocate for additional language choices. Consider developing curriculum for languages not currently offered in the district that have experienced growth nationwide, such as Italian or Arabic (Fall 2009 – Spring 2010).  "  "11. Submit Action Plan Funding Request to administration requesting funding for a computer language lab (Fall 2008).  "  "12. Purchase computers, headsets, SMARTdesks, and chairs for the computer language lab, once the Action Plan Funding has been approved and funds have been secured (July 2009).  "  "13. Install computer equipment in AV1 247 and begin use in the fall 2009 semester (July and August 09  "  German  1. Publicize and promote German language instruction at Reedley College in local communities and high schools: alternating years as courses are offered.  2. Identify an additional qualified instructor of German: spring 2009.  3. Solicit sufficient interest to consider offering a section of German 3 at the Willow and International Center: spring 2010  4. Modify German course outlines to update instructional materials and course outcomes: spring 2009.  5. Develop methods of assessment of all student learning outcomes in all German language courses: ongoing.  6. Develop a foreign language laboratory at the main campus: 2008-2009.  7. Assess first cycle of SLO evaluation in German 1 and German 2 and determine if any changes need to be made: fall 2008.  French  "REEDLEY 1. Write mini-grant to request funding for DVDs in order to expand audio-visual library, short term goal, spring 09.  "  "2. Continue to use flyers or develop a poster advertising French classes.  ongoing  "  " 3. Begin 5 year cycle to review Credit Course Outlines in spring 09 or sooner, and submit changes to Curriculum Committee in fall 09.  "  "4. Assess first cycle of SLO evaluation in our gateway course and determine if any changes need to be made, fall 09. Begin second cycle of assessment  "  "5. Continue to collaborate with full-time instructor at Willow and International to maintain standards and achieve consistency in working toward Student Learning Outcomes. ongoing  "  "6. Continue to explore textbook options that include fully integrated technology with an eye to keeping escalating costs down. Ongoing  "  "7. Submit Resource Action Plan (RAP) to administration requesting funding for computer language lab, fall 08.  "  " 8. Purchase computers, headsets, SMARTdesks and chairs for the computer language lab once the RAP has been approved and funds secured. (July 09)  "  " 9. Install computer equipment in SOC 31 and begin use in the fall 09 semester. (July and August 09)  "  "NORTH CENTERS:1. Continue to develop student awareness to the advantages of foreign language acquisition through flyers, and exposure to community and cultural offerings.  "  2. Join Reedley College French Department on Credit Course Outline reviews.  "3. Assess first cycle of SLO evaluation in our gateway course and determine if any changes need to be made. Fall 09.  "  " 4. Continue to work toward maintaining standards and achieving consistence in working toward Student Learning Outcomes. ongoing.  "  "  5. Promote and expand four-week in Paris study program  "  " 6. Explore educational and cultural enrichment programs for a broader segment of our local community.  "  "7. Continue to explore distance learning opportunities for the learning of foreign languages.  "  "8. Attempt to develop a French tutorial program in conjunction with our Writing Center.  "  " 9. Continue to explore textbook options that include fully integrated technology while attempting to monitor costs.  " |
| Forestry and Natural Resources | Cycle Three  Fall 10 | 1. Prepare students for career employment through entry level skill attainment in natural resources fields that offer strong employment availability  Reference: I.C.4-5; II.10.C; III.A.a-f; III.B-C; IV.A.5.a,b; IV.B.1-5.c-d; SAF REPORT Standards II, IV, V  2. Students will have access to instructors that have expertise in timber, wildlife, wildfire management, and wildland recreation for skills attainment and job placement assistance. The ratio of full time equivalent students to each fulltime equivalent teacher will not exceed 20:1 Reference: I.B.4; I.C.1-2; I.3.a,c; I.D.1.a; I.D.2.Goal#3-Goal#4, Goal #6.3; I.F; I.G.7; SAF REPORT Standards III, IV, V  3. Provide appropriate maintenance, inventory and storage of equipment Reference: I.C.1; I.C.3.a,e-f,I; I.C.4.d-e; I.C.5.a-b; I.F; Summary statement 2; SAF REPORT Standards I, V, VII  3. Strengthen quality and consistency of natural resources biology instruction, and internship placement, with emphasis on biology and wildlife technician skills Reference: I.C; I.C.1; I.C.2; I.D.6.Goal#3-#4; Summary statement 2; SAF REPORT Standards I, II, III, V  4. Support instruction and safety in laboratory classes by reducing the student to staff ratio  I.C.1, I.F; I.G.9; I.3.c; Summary Statement #1 and #2; SAF REPORT Standard III  5. Achieve and maintain Society of American Foresters accreditation I.C.1; I.F; I.G.9; I.C.c; Summary Statement #1 and #2; see: SAF REPORT  6. Increase enrollment of female students in the NR Program  I.F; I.G.2; Summary Statement #4; SAF REPORT Standards I, IV  7. Access to field study will be improved through practical transportation methods. Vehicles designed for travel on forest roads will be available for Forestry Program transportation Strategic Plan Goal #3; I.3.c; I.F; Summary Statement #3 and #5; SAF REPORT Standards I, II, V, VII  8. Provide safe practical vehicular transportation for Forestry Program instructors to forest locations to supervise student interns and to access the College forest during snow conditions I.5.e; Strategic Plan Goal #3; I.1.c.; I.F, I.G.10; Summary Statement #5; SAF REPORT Standards I, II, V, VII |
| Geography | Cycle Two  Fall 09 | NORTH CENTERS    The first priority of the North Centers Geography Department is to hire an additional full-time geography instructor. A staffing request was submitted during the Spring 2008 term. An additional full-time geography instructor should be hired as soon as possible.    Another priority would be to eventually offer courses in Geographic Information Systems (GIS) such as Introduction to GIS (GEOG 10). It is inappropriate to assign this goal to a timeline because it will be a long time before there is a great enough demand, or enough resources to justify the creation of GIS courses. The North Centers Geography Department maintains consistent dialogue with the Fresno City College Geography Department, which offers GIS courses and therefore can recommend when it would be appropriate to begin pursuing the offering of GIS courses.      REEDLEY COLLEGE    The first priority is to increase the budget of the Reedley College geography program. This should be accomplished by Fall 2010.    The second priority of the Reedley College Geography Department is to hire an additional full-time geography instructor. It is recommended that this be accomplished in time for the new instructor to begin offering classes in Fall 2011.    The final priority is to develop distance-learning versions of all geography courses. This should be accomplished by Fall 2013. |
| Guidance Studies | Cycle Two  Fall 07 | 1. Offer GS 34 on high school campuses  2. Offer counseling courses related to transfer  3. Increase and expand marketing  4. Ed advisor/adjunct counselor training  5. Update lessons for technological/instructional methods suited to new generation  6. Assign or create a course for academically unsuccessful students  7. RC and NC GS 1 and 2 faculty to review tutor training curriculum (  8. Require enrollment in GS course for entering freshmen  9. Pre-Post Test Development  10. Consider online tutor training course  11. Consider 15% student priority registration  12. Implement annual study  13. ESL research and actions (as needed)  14. Counseling course brochure/parent brochure  15. Online GS course development  16. Return to Learning Community model  17. Offer GS 120 on high school campuses  "18. Explore development of a GS webpage describing the benefits of these courses.  " |
| Health Care Interpreter | Cycle Two  Spring 10 | 1. Based on the interest in the San Joaquin Valley and the possible expansion opportunities the HCI program would benefit from a full-time Instructor/ Program Coordinator to achieve effectiveness, consistency and to make the program viable. Ideally, this should be implemented in fall 2010, although we realize that in the current economic climate it is not feasible. Perhaps this os possible by the next Program Review cycle.  2. Improve the success rate even more by adding a mandatory Orientation Session. This has already been done.  3. Unsuccessful students in this program have a lack of reading skills. They should read and write at the 9th grade level. Therefore change the HLTH 14 course advisory of eligibility for English 125, 126 to an ENGL 262 pre-requisite. This will be offered to the Curriculum Committee in the fall 2010 semester.  4. Another curriculum revision is recommended. Elevate OT 10- Medical Terminology to the HLTH 14 course pre-requisite status. Strengthening the English language requirement will increase retention, promote improved testing and support students for success on the HCI certification test and in gaining employment.  5. Promote the program through networking with local junior and high schools. Participate in the annual Reedley College Health Career Conference and the VROP meetings. Develop updated program literature/pamphlets for distribution. Work with the counseling department to develop an integration strategy for students interested in health care interpreting and other health related careers.  6. Develop an alumni survey by the end of 10/11 with data on:  • Employment   Where employed, how long, full/part time status   Starting salary   Length of time to obtain employment   Working in area of satisfaction    • Satisfaction with outcome of program  • Satisfaction with level of preparation to get employed  • Currently enrolled in education  • Intention to enroll in other health related careers  7. Maintain a connection with the community through Advisory Board meetings. Assess/reassess the program viability as well as its strengths and weaknesses via a community networking co-op.  9. Review male campaign marketing strategies for interpreters. Post and promote male information and advisory websites for health care professions. Revise the HCI brochure adding a picture of male role models. Circulate the brochure at meetings, community activities and college events such as the RC Health Career Conference, and Kaleidoscope Day.  10. Expand the program-propose not to have a cap of #30 students. Have Health 14, 15, 16 courses in one semester to continue to second semester on the Reedley College campus. |
| Health Education | Cycle Two  Spring 09 | REEDLEY COLLEGE  • Identify and discuss specific course outcomes to be measured and develop an assessment method by which to measure Student Learning Outcomes. (Fall 2009)  NORTH CENTERS  • Work with Reedley College in the assessment of the Student Learning Outcomes. (Fall 2009)  • Hire a new instructor to teach Health and Physical Education upon the completion of Phase 2 of Willow/International. Projected date is Fall 2010; this may be delayed due to budget cuts.  • Develop a human performance / body assessment lab area in phase 2 of Willow/International, one year following the opening of phase 2. |
| History | Cycle Three  Fall 12 | RC  . Continue to seek ways to improve student success in History courses (see pages 19 and 20)  MC  1. Continue to seek and find ways to improve student learning, success and grades. (pgs. 12-13 & 25-26)  2. Increase the number of sections offered at both the Madera and Oakhurst campuses as well as increasing the variety of classes offered to give students a wider range of options in terms of both times and options for completing both the transfer requirements to a four year institution and the AA Liberal Studies degree. (pgs. 21 & 46-47)  3. Continue to encourage and promote lifelong learning and a campus community through creation and implementation of campus activities related to history. (pgs. 7-9)  4. Withdraw recommendation for an online History course at the Madera Center. The need for such a course is not clearly evident thus far. |
| Journalism | Cycle Two  Fall 08 | RC  JOURNALISM RC: A. More funding for printing. Currently, The Reedley Exponent prints the paper and funding is always short: ongoing  B. Minimum wage for the student editor as they spend 20+ hours per week working on The Chant: fall 08-ongoing  C. Continuation of the AP Wire Service: spring 09-ongoing  D. Apply for a Certificate of Achievement in Journalism: spring 09  E. Require Journalism 1, 3 or 7 as a prerequisite for 19V: spring 09  F. Funding for both an instructor and paper at the North Centers: fall 09 |
| LVN | Cycle Two  Fall 09 | o 1st priority:  • Develop a Board of Registered Nursing (BRN) accredited LVN-RN at the Madera Community College Center.   Work with BRN for approval of Madera Community College Center LVN-RN program.   Spring & Summer 2010   Madera Community College Center LVN-RN program approved by BRN.   Spring 2010   Madera Community College Center LVN-RN program accredited by BRN.   Spring 2011  o 2nd priority:  • Develop the medication math course (LVN 200). Add the course to prerequisites for the LVN program (LVN 100).   Curriculum committee to approve course curriculum and add course to the LVN program prerequisites.   Fall 2009  o 3rd priority:  • Develop an LVN-RN Board of Registered Nursing accredited program at Reedley College, pending receipt for new approvals.   Work with BRN for approval of Reedley College LVN-RN program.   Spring 2010   Reedley College LVN-RN program approved by BRN.   Fall 2010   Reedley College LVN-RN program accredited by BRN.   Fall 2011  o 4th priority:  • Intravenous & blood withdrawal certification for LVNs. Develop an intravenous and blood withdrawal course approved by the BVNPT.   Develop curriculum for intravenous and blood withdrawal course which meets BVNPT & Curriculum committee approval.   Fall 2010  o 5th priority:  • Develop an LVN-RN Board of Registered Nursing accredited program at Clovis Community College WI Center.  • Work with BRN for approval of Clovis Community College WI Center LVN-RN program.   Spring 2012   Clovis Community College WI Center LVN-RN program approved by BRN.   Fall 2012   Clovis Community College WI Center LVN-RN program accredited by BRN.   Spring 2013  o 6th priority:  • Develop a BVNPT accredited LVN program at Clovis Community College WI Center. This program would provide the students for the LVN-RN program at Clovis Community College WI Center.   Work with the BVNPT for approval of Clovis Community College WI Center LVN program.   Spring 2013   Clovis Community College WI Center LVN program approved by BVNPT.   Fall 2013   Clovis Community College WI Center LVN program accredited by BVNPT.   Spring 2015 |
| Literature | Cycle Two  Fall 08 | RC  LITERATURE RC: Promote Literature courses to retirees and high school teachers;  Link literature courses with courses in art, history, and philosophy;  Divide English 48 (American Literature) into two consecutive courses;  Investigate and decide whether or not to change the course title of “World Literature” to “Western Literature”;  Create an enhanced course in American Literature to fulfill the General Education Critical Thinking requirement.  Create a Humanities cohort  NC  LITERATURE: Promote literature courses to retirees and high school teachers  • Link literature courses with courses in art, history, and philosophy  "  • \*Divide English 48 (American Literature) into two consecutive courses.  "  • \*Discuss a possible change of course title from “World Literature” to “Western Literature.”  • \*Create an enhanced course in American Literature to fulfill the Critical Thinking requirement  • Create a Humanities cohort at Willow and Madera. |
| Manufacturing Technology | Cycle Three  Fall 10 | RC  1. Third full time instructor (Sec V-A-1)  2.Increase curriculum in solar technology, motor control, PLC, power transmission, and CAD (new classes) (Sec V-A-1)  3.Counselor / career development specialist  (Sec V-A-1)  4.Facility improvements (lighting, painting, plumbing, air conditioning) Sec V-A-5)  5.Equipment replacement (Sec V-A-4)  6.Equipment maintenance(Sec V-A-4)  7. Expand permanent part time Instructional Aide position to full time (Sec V-A-1)  MC  1. Adjunct Instructor (Sec V-A-1)  4.Equipment purchase (Sec V-A-4)  5.Equipment maintenance(Sec V-A-4)  6. Add permanent part time Instructional Aide position (Sec V-A-1) |
| Math | Cycle Two  Fall 09 | Reedley College Activities to Support Goals – Timeline in italics   Hire new math full-time faculty – Now   Continue funding Math Center Coordinator position – Fall 2010, at completion of STEM grant   Maintain funding for Math Center Tutors and supplies – Fall 2010, at completion of STEM grant   Continue funding for STEM grant activities: – Fall 2010, at completion of STEM grant  o STEM conference  o STEM ambassadors  o STEM brochures  o STEM website   Pursue internships and club activities to attract STEM students - continuing   Reduce section caps (following schedule shown below)  o Developmental Courses   Fall 2009: Cap: 35   Fall 2010 and beyond: Cap 30  o Non-developmental courses   Fall 2009 - 45   Fall 2010 - 40   Fall 2011 and beyond - 35   Purchase Document Camera – Fall 2009   Tablet PC – maintenance and updates  o Supply tablet PC’s to two math instructors without them - Now  o Develop Replacement schedule – Now and continuing   Send Instructors to Math Conferences - continuing   Increase Training Opportunities- Internal and External - continuing   Purchase additional mathematics software - MathCAD, GSP, Scientific Workplace, Mathematica, Math Tutor, Calculus Tutor, Math Type - continuing  North Center Activities to Support Goals Timeline in italics   Hire new math full-time faculty – Now   Hire Math Tutorial Center Coordinator position – Now   Secure funding for Math Tutorial Center Tutors and supplies – Now   Reduce section caps (following schedule shown below)  o Developmental Courses   Fall 2009: Cap: 35   Fall 2010 and beyond: Cap 30  o Non-developmental courses   Fall 2009 - 45   Fall 2010 - 40   Fall 2011 and beyond - 35   Create marketing flyer for Math and Science programs   Provide Document Cameras and LCD Projectors for classrooms– continuing   Tablet PC – maintenance and updates  o 5 more by 2011  o Develop Replacement schedule   Send Instructors to Math Conferences - continuing   Increase Training Opportunities- Internal and External - continuing   Purchase additional mathematics software - MathCAD, GSP, Scientific Workplace, Mathematica, Math Tutor, Calculus Tutor, Math Type - continuing |
| Mechanized Agriculture | Cycle Three  Fall 10 | 1. Update instructional equipment to reflect current industry trends.  (pg 13-14)  2. Pursue and complete program accreditation through the AED, Associated Equipment Distributors  (pgs 25-26)  3. Create Pathway for Agriculture Equipment Technician  ( pgs 13, 24-25)  4.Expand shop facility  (pg 13)  5.Expand storage facilities  (pg 13) |
| Music | Cycle Three  Spring 13 | 6.Establish a regular student aide position for the Music Dept., much like what the Art Dept. has  Pgs. 1-27-28  7.Increase the Equipment Repair Budget  Pgs. 4-7, 21,22,24  8.Address the issue of inadequate storage for music, instruments, and supplies.  Pgs. 3-7, 24, 27-28  9. Address the fact that this campus does not have an adequate performance venue for any of the performing arts.  Pgs. 4, 28 |
| Nursing Assistant Training | Cycle Two  Fall 09 | . Stabilize instruction in academic year 09/10  o Recruit a qualified, DSD certified full-time instructor to anchor program.  o Hire a qualified, committed, certified pool of part time and substitute instructors to support, stabilize and facilitate program expansion.  o Reimburse the expenses of DSD training for instructional applicants who possess teaching attributes and partially meet the state mandates, but who lack the required DSD training.  o Provide mentoring for new and/or inexperienced instructors.  2. Propose an increase in funding in academic year 09/10 to support hiring a full time faculty/coordinator. The NAT program is instructionally sparse and overly dependant upon part time instructors who have full time jobs elsewhere. The program is gaining in popularity and has strong retention and completion success outcomes. A lengthy waiting list illustrates the demand for NAT training and the need for expansion. Based upon state imposed regulations, it is not feasible to promote an expansion campaign without a full time instructional anchor.  3. Propose a requirement of college placement assessment prior to enrollment in the NAT program in academic year 09/10. College placement is currently optional, though it is advised. Students can exempt themselves and still enroll in NAT courses. The current English 262 prerequisite may not appropriately calibrate to reading skills consistent with the 9th grade textbook level standards. Of note in the NAT data is the class completion rates for two cohorts – Fall 2008 (83% successful course completion) and Spring 2009 (97% successful course completion) where in each cohort three students failed the written American Red Cross (ARC) CNA Certification Exam 12% and 11% respectively.  4. Explore changing the course advisory of eligibility for English 125 and 126 to prerequisite status before the end of academic year 11/12. The NAT text book is written at the 9th grade reading level. Strengthening the English language requirement will increase retention, promote improved testing and support students for success on the CNA certification test and in gaining employment. Because CNA achievement serves as the recommended first step and entry point to the nursing career ladder, students’ aptitude for college level reading and writing is important, particularly for those who plan to advance.  5. Propose a minor curriculum change reducing the course credit units from seven (7) to six (6) in academic year 09/10. Improved alignment of the students’ hourly instruction requirements with the state mandates will occur.  6. Promote the program through networking with local junior and high schools in academic year 09/10 and thereafter. Participate in the annual Reedley College Health Career Conference. Update program literature/pamphlets for distribution. Work with the counseling department to develop an integration strategy for students interested in any/other health related career.    7. Maintain a participation connection with community agents/agencies through Advisory Board meetings during the academic year 09/10 and thereafter. Assess/reassess the program’s importance and viability as well as its strengths and weaknesses via a community networking co-op.  8. Develop an alumni survey by the end of academic year 10/11 with data to address (but, not limited to):  • Pass rate – 1st time success or retested (# of attempts)  • Employment  • Demographics – ethnicity, age, gender  • Employment  o where employed, how long, full/part time status  o start salary  o length of time to obtain employment, post NAT completion?  o area of work/employment?  o working in area of choice 1st, 2nd or 3rd?  • Satisfaction with outcomes of program r/t opportunities – personal, industry?  • Satisfaction with level of preparation and transition to workforce?  • Intention to seek additional general education?  • Intention to seek additional health related education?  • Intention to progress to nursing related career options?  • Currently enrolled in education beyond NAT?  9. Review male campaign marketing interest strategies for nursing vocations and professions during academic year 09/10. Post and promote male information and advisory websites for health care professions. Start a male related nurse campaign on the Reedley College campus. For the Health career conference of 2010, plan to set up a booth to encourage male student interest, participation and enrollment. Circulate the NAT brochure (which includes the photo image of a male CNA) at meetings, community activities and college events such as the Health Career Conference and Kaleidoscope.  10. Explore the interest in NAT among underrepresented ethnic groups, particularly the African American enrollees at Reedley College - during academic year 09/10.  11. Expand the program – propose an instructional setting on the Reedley College campus for theory and skills lab by academic year 11/12. Increase the enrollment by adding a third clinical cohort thereby increasing the total class enrollment/cap to 45.  12. Conduct ongoing evaluation and inventory of instructional equipment and supplies. Replace outdated, nonfunctional or disabled items. |
| Philosophy | Cycle Three  Fall 12 | 1. Install computers in classrooms at the Madera Center which now lack them. (“Brief Facilities Overview,” p. 5.)  2. Improve philosophy tutoring programs at Willow, Madera, and Oakhurst so that all philosophy tutors are paid.  (“Ethnicity, General Remarks, p. 14; “Describe future trends … ,” p. 29-30; “Summary Statement, Describe the major conclusions … ,” p. 30-31.)  3. Lobby for lower section caps. (“Describe future trends … ,” p. 29-30; “Summary Statement, p. 31.)  4. Lobby for a mandatory study hall policy enforced with sanctions similar to those used to enforce the district’s mandatory attendance requirement. (“Strategic objectives, SCCCD,” pp. 6-7; “The 2009-2010 Reedley Master Plan …,” p. 9; “Remarks for Willow,” pp. 18-20; Describe any changes … ,” p. 29; “Describe future trends … ,” p. 29-30; “Summary Statement,” p. 30.)  5. Hiring of one additional full-time philosophy instructor for Willow. (“Total Enrollment, General Remarks,” p. 10; “Summary Statement,” p. 31.)  6. Add GELO “Students will study a minimum of two hours outside of class for every hour of in-class instruction.” (“Remarks for Willow,” pp. 18-20; “SCCCD Strategic Objectives,” p. 6-8; “Reedley Master Plan,” p. 9. |
| Physical Education |  | RC#1--Pursue state funding for existing Project Plan Proposal.  RC#2--Develop plan for funding improvements of outdoor facilities – track and blacktopped area – that are not included in existing Facilities Project Proposal.  NC#1Continue dialogue with Reedley College on evaluating and fine-tuning Student Learning Outcomes.  NC#3--Complete SLOs for course outlines.  NC#5--Research fitness equipment to furnish phase II fitness center and aerobics room at Willow International and other additions to the North Centers.  NC#6--Hire an instructor to teach and develop a dance and aerobics program at Willow International.  NC#8--Develop intercollegiate athletics at Willow International once college status is approved by WASC and the Bd of Governor’s.  NC#9--Work with Copper River Country club for access of golf team.  NC#10--Build Gymnasium and locker room at the Willow/International site.  NC#11--Develop baseball field at Willow/International site.  NC#12--Develop softball diamond at Willow/International site.  NC#13--Develop soccer playing fields at the Willow/International site.  NC#14--Develop a dance and kinesiology major.  NC#15--Create physical education lab hours for student application of health related concepts/activities.  NC#16--Provide students with measurable outcomes that will promote interest in the development of life long fitness activities. |
| Physics | Cycle Two  Fall 09 | Continue to offer the full complement of physics and science courses. This will ensure that we have the potential to grow the program as well as synergistically help the other courses and programs that dovetail with physics and science (the calculus series in Math, engineering, Chemistry, Computer Science).  Assess course-level and program-level student learning outcomes and make adjustments as necessary based upon results.  Continue to fund software upgrades, supplies, and equipment repair as necessary. |
| Plant and Soil Science | Cycle Three  Fall 10 | 1. Develop a Pest Control Advisor A.S. Degree and Certificate Options within the Plant & Soil Science Program  2. Develop and offer 1 additional pest management course for new degree and certificate.  3. Maintain, replace and update farm and laboratory equipment used on farm and in course laboratory sections as needed. |
| Political Science | Cycle Three  Fall 12 | MC  1. Replace the full-time faculty member who retired, Spring 2012 (pgs. 20-23, 100, 104, 105, 107, 109, 111, 115, 120-124, 125, 129, 160, 175-177, 185, 189, 204-206)  2. Maintain, at a minimum, the current number of sections offered per semester (pgs. 20-23, 73-78, 82-97, 185, 206)  3. Explore increasing prerequisite for transferrable Political Science courses from “eligibility for ENGL 125/126” to either “eligibility for ENGL 1A” or “ENGL 1A”. (pgs. 100, 105, 107, 125, 129, 132, 134, 197-200, 207)  4. Explore creating an AA-T degree in Political Science using the TMC template established through C-ID (pgs. 202, 206)  5. Explore the possibility of rededicating the POLSCI 2H section to a different POLSCI course, particularly if the AA-T degree is created (pgs. 48-49, 66-67, 73-76, 90-92, 103-131, 206-207)  6. Achieve and maintain a 50% success rate in each of the identified POLSCI 2 student learning outcomes under the revised assessment methodology (the one employed by the Reedley campus as opposed to the previously used North Centers model) (pgs. 20-23, 73-76, 197-200)  OC  1. Explore creating an AA-T degree in Political Science using the TMC template established through C-ID (pgs. 202, 206)  2. Explore increasing prerequisite for transferrable Political Science courses from “eligibility for ENGL 125/126” to either “eligibility for ENGL 1A” or “ENGL 1A”. (pgs. 100, 105, 107, 125, 129, 132, 134, 197-200, 207)  3. Explore expanding the POLSCI offerings (pgs. 181, 185, 189, 202, 206).  4. Achieve and maintain a 50% success rate in each of the identified POLSCI 2 student learning outcomes (pgs. 20-23, 73-76, 197-200)  RC  1. Maintain, at a minimum, the current number of sections offered per semester (pgs. 20-23, 73-78, 82-97, 185, 206).  2. Explore increasing prerequisite for transferrable Political Science courses from “eligibility for ENGL 125/126” to either “eligibility for ENGL 1A” or “ENGL 1A”. (pgs. 100, 105, 107, 125, 129, 132, 134, 197-200, 207)  3. Achieve and maintain a 50% success rate in each of the identified POLSCI 2 student learning outcomes (pgs. 20-23, 73-76, 197-200).  4. Explore creating an AA-T degree in Political Science using the TMC template established through C-ID (pgs. 202, 206)  5. Explore the possibility of rededicating the POLSCI 2H and POLSCI 110 sections to different POLSCI courses, particularly if the AA-T degree is created (pgs. 48-49, 52-53, 66-67, 70-71, 73-76, 90-92, 96-97, 103-131, 206-207).  6. If continued, achieve and maintain an 80% success rate in each of the identified POLSCI 2H outcomes (pgs. 20-23, 73-76, 197-200).  7. If continued, achieve and maintain a 55% success rate in each of the identified POLSCI 110 outcomes (pgs. 20-23, 73-76, 197-200).  8. In light of declining budgets, an increased emphasis on “student success” (as defined by “completers”), and new system-wide “enrolment priorities,” a schedule should be developed that relies more upon 2x/week and 1x/week scheduling for Political Science classes. (pgs. 135-138) |
| Psychology | Cycle Three  Fall 12 | 1. The department will request that the prerequisites for PSY 2 be raised to ENG 125/6, and the advisories raised to ENG 1A. (p 18)  2. Faculty will increase the proportion of courses achieving the departmental goal of an average 70% correct post-test score on SLO measures (pp. 23).  3. Faculty will continue to encourage use of the Tutorial Center on campus to help students who are struggling with college-level reading and writing (p. 18).  4. Faculty will continue to pursue volunteer tutors until such time as increased budgets might allow for a paid student tutor position (p.4).  5. Faculty will consult with instructors in other disciplines to consider creation of a Learning Community course in Critical Thinking (p. 5)  6. Further implement the "Beyond The Classroom" supplemental instruction program (p.4)  7. Faculty will continue to consult with students who have poor grades and/or poor attendance as soon as a pattern is noticed, both in person and via the SARS Early Alert System (p. 4).  8. Faculty will consult and collaborate with the CSU Fresno "Preparing Future Faculty" program to increase the number of qualified adjuncts. (p 27) |
| Reading | Cycle Two  Fall 08 | We will assess our course offerings each year to determine whether we are offering enough sections of each reading course and if these sections are being offered at the right times. We will evaluate the effectiveness of various class time configuration changes instituted during the past program review. We had hoped to include this important evaluation in the current program review, but we did not receive the requested data. We hope to receive this data at some time in the future, and our evaluation will determine whether any adjustments in the time configurations of various offerings are needed.  The department will have a dedicated meeting each year to examine each other’s syllabi to determine if listed assignments address the course outcomes for each course. We will all benefit from viewing and discussing details of methods of achieving the stated outcomes. We will also review all adjunct syllabi and suggest necessary changes. In addition, our program outcomes assessment will validate the consistency of our information delivery.  Our department will meet several times to finalize the vision for our reading lab and work out the logistics of its operation. We will work with the campus Basic Skills Committee, Tutorial Center, and Writing Lab to establish a workable model that will benefit our basic skills students.  The reading faculty member at Willow International will work with the reading faculty member and the tutoring center at Madera Center to establish the program.  We will begin the addition of English 260B and 262B classes with one section of each. These sections will be added to existing key sections of English 260 and 262. We will add other nine-week sections of these courses as needed.  We will begin the addition of English 262 and 126 classes with one section of each. We hope to offer a section of English 260 when we receive another faculty member.  We will participate in the district ad hoc placement test committee that will be working to find a new test for the district. We hope to find a test that focuses on lower level placements to accommodate English 260 and 262 students.  The need for additional full-time instructors at each North Center site has been established through this program review. We will request these instructors immediately.  : We will survey content area instructors to find those interested in collaboratively developing reading sections that will support their subject areas. We will also explore the development of generic nine-week reading courses that focus on textbook reading and textbook study skills.  We will survey the academic and vocational content area instructors to determine which reading skills are most lacking among their students and the types of materials they have the most difficulty with. We will request samples of these materials for analysis and will emphasize skills addressing those needs in our basic skills reading courses. We will also meet as a department to discuss successful reading strategies that seem to be carrying over to other college level courses.  We will send individual instructors (on a rotational basis) to various reading conferences that address basic skills reading instruction and/or reading lab infrastructure. The attending instructors will report back to the reading faculty to share new information obtained. |
| Sociology | Cycle Three  Fall 12 | 1. Decrease the class size to a maximum of 50 students.  2. Improve student success in sociology.  3. Continuing/implementing Student Learning Outcomes. |
| Writing Center | Cycle Two  Fall 08 | WRITING CENTER RC-Tracking past learning assistant successes: ongoing  Expanding computer lab into a media-ready lab (to support students taking online courses, especially those using virtual classrooms): spring 2009  Creating workshops at feeder high schools for promotional purposes: fall 2009  "Further supporting learning assistant-training by sending learning assistants to national conferences: fall 2008  "  Expanding into a Writing and Reading Center  "Writing and offering course modules to support writing and reading classes: spring  2009  "  Embedding peer tutors in writing and reading classes: fall 2008  Employing faculty tutors: fall 2008  Videotaping workshops, creating a library for student and faculty use: fall 2008  Conducting evaluations of expanded services: ongoing.  NC  "WRITING CENTER:  • Writing Centers at Madera and Willow will need funding beginning October of 2009 when the Title V grant discontinues funding.  "  • Writing centers at Madera and Willow need an increase of tutor hours to support (1) embedded tutor program, which is not active right now but which has proven to be very effective for retention and success, and (2) growth of student use. [It is worth noting that both Madera and Willow’s writing centers have enormous gains in unduplicated students and in utilization hours in the first weeks of Fall 08].  • \*We are investigating the possibility of creating new workshop classes that would be run through the writing centers to meet specific needs. These classes might run from .25 units – 1 unit, and would focus on a specific basic skill or on specific modules for classes.  • Move the WI tutorial center to the current admissions and records area of Phase I when Phase II is completed. This will allow more space for the variety of tutoring that takes place, and it will allow greater directed research in the lab area.  • Staff Madera and Willow International with the equivalent of a full-time tutorial coordinator, beginning Fall 2010.  o Track past learning assistant success  o Explore live on-line tutorial  o Investigate ways to increase retention.  o Offer more in-center presentations and in-class presentations  o Initiate a traveling tutor program that takes tutors into the classroom for specific lessons (workshops, for example) [note that this is not the embedded tutor program, which places tutors in the classroom on a regular basis]  o Host a book club  o Expand the inventory of marketing tools |
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**SUBSTANTIATED PROGRAM GOALS, INSTRUCTIONAL updated 9.9.13**