



[Program Name]

Part 2 – Appropriateness

1. Connection to College Mission

[Describe how the program relates to the college mission. Questions for analysis: How does the program fit the stated mission of the college? How does the department ensure its program is of high quality and appropriate to an institution of higher learning? Are specific parts of the college mission addressed by the catalog description?]

2. Determination of Student Needs

[Explain how the department determines what the learning needs of its students are. Elaborate on any special learning support needs the program has, such as job development support, tutoring, proctoring, or library materials. Describe how this information is kept current and incorporated into ongoing program planning. Questions for analysis: How does the program know what the learning needs of its students are? What advisory group input, discipline dialogue, or special research is used to inform the program faculty of learning needs? For CTE programs, how is the labor market information gathered? Are special learning support needs required/desired, such as job development support, tutoring, proctoring, or library needs? How are such needs determined?]

3. Place of Program in Curriculum/Similar Programs

[Describe the role of the program in the overall college curriculum, including its relation to similar programs offered by the college or other organizations within the service area. If the program is transfer, summarize how the coursework required for the program substantially reflects the lower-division coursework requirements at the university. Questions for analysis: What specific needs does the program fill that are not filled by similar programs? Are there courses in common? Do the programs compete for students? If the program is transfer, is it an SB 1440 transfer degree? If not, why not and how does the program guarantee that students are transfer-prepared for baccalaureate majors associated with the major?]

4. Majors and Completers

[Indicate the numbers of students who have selected this program as a major and discuss recent completer information. If the program has a definite entry point, discuss the number of students who take these courses in relation to those that complete the program. Questions for analysis: Is the program completing an appropriate number of students? Are there apparent stop-out points where the program loses momentum? Does a difference in completion rate exist between the program offered on ground and online? Are there enough students taking the introductory classes to begin with? To what extent can the program improve in program design, student engagement, community partnerships, marketing, or professional development to raise completion?]



[Department/Unit Name]

Part 1 - Relevance

1. Department Mission

[Provide a statement of the department mission/function. Please describe how the department connects to the Cerro Coso Strategic Goals. Briefly describe the ways in which the department contributes to learning, teaching, student service and administrative service efforts of the college. How does the department fit with the stated mission of the college? What role does the department play in the college achieving institutional outcomes? What are the department's central functions? What are the services provided by the department? How do the goals, objectives, and functions match with the College's goals and objectives? How do these goals, objectives, and functions connect to the department's stated Service Department Outcomes?]

2. Department History and Description

[Provide a history of the department from its inception at the college. Provide a brief, general description of the department function. How has the department evolved over time? What internal and external conditions have impacted the department over time? How are operations performed currently? Does the description convey the unit objectives and accurately state what service recipients can expect as an outcome? In what ways is this department particularly important to the college?]

Part 2 – Appropriateness

1. Organizational Chart

[Provide an organizational chart that reflects the reporting and staffing structure of the unit. Include the District level where appropriate.]

2. Determination of Student or Service Recipient Needs

[Explain how the department determines the support needs of service recipients. Describe how the department gathers this information and assesses servant recipient needs. Describe how this information is kept current and incorporated into ongoing department planning. How does the department know what the learning needs of its service recipients are? What advisory group input, institutional and department dialogue, or special research is used to inform the department of service recipient needs? How is input gathered from service recipients on support needs? Other departments? Are there currently service recipient support needs that are unmet? How are such needs determined?]

3. Department Function

[Provide a brief description of the department's functions and ways operations are currently performed. Include brief highlights of successes and accomplishments in the department's performance during this review period. How are operations performed currently? Are procedures written down and regularly updated? By what process is the department informed of changes to Board Policy, Title V, the Student Attendance Accounting Manual, OSHA requirements, Federal Financial Aid Regulations or any other relevant policy or regulatory documents or guidelines that may impact the operations of the department? What data support assumptions about the department's effectiveness?]