Coastline Community College
Annual Institutional Planning Report

Career & Technical Education: ***Process Technology***

Reporting & Planning Years: ***Reporting*** for **2014** & ***Planning*** for **2015**

Annual report submitted to the Program Review Committee on November 6, 2014

Professor Cheryl Chapman
Signature of Department Chair/Lead Faculty Member:

Signature of Dean/Director/Administrator

Data and Analysis: Program Data for Career & Technical Education: *Process Technology*

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	432	255	224	265	245
FTES:	44	24	22	25	23
FTEF30:	1.4	1.2	0.8	0.8	0.8
WSCH/FTEF:	509	340	470	536	495
Fill Rates:	43.1%	42.5%	63.9%	73.1%	67.2%
SUCCESS AND RETENTION DATA					
Success Rate:	67.8%	59.2%	64.7%	57.7%	70.2%
Retention Rate:	79.2%	70.6%	91.1%	81.9%	82.9%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	19	18	6	7	11
F-to-S Persistence:	40%	42%	19%	25%	28%
DEGREES AND CERTIFICATES					
Certificates:	8	14	11	8	6
Associate Degrees:	3	3	10	6	4

Data Term Definitions *available on last page of this report template.*

Program Data Analysis

The FTES for this program have decreased slightly and could be a result of less students who desire career training. The success rate rose significantly with the retention rate and persistence increased signifying students committed to completing the certificate requirements.

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Curriculum Data -- Use data from the previous academic year *(Provide Numbers below)*

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:					12
Certificates 18 units or greater:					1
Certificates less than 18 units:					1
Degrees: (AA, AS or AA-T, AS-T)					1

Curriculum Data Analysis

Investigate the possibility of expanding into areas of Process Technology in other areas such as clean and green energy.

Courses: 8 courses in the program with 2 word based learning sections

Certificates: one of each

Degrees: one degree4

(Box will explain as needed)

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Student Learning Outcomes Data from the Previous Semester ***(Provide Number & Percentage below)***

Review the SLOs printouts for the previous semester's achievement for your department(s).
Go to http://seaport.coastline.edu/studentlearningoutcomes.cfm

Select:

A. Coastline
B. Statistical Reports by Term (previous semester)
C. Click Submit
D. Then select: Term
E. SLO Level: (select Program)
F. Select your discipline
G. For Select Course Number (select "All")
H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	**4**
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	**3**
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	**75.0%**

Discussions what can be done to improve the Percent of courses that meet PSLOs

Progress made as faculty are more successful distributing SLOs on the program and course level. Ongoing conversation to ensure qualitative notes are completed each semester and review of PSLOs.

(Box will explain as needed)

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Progress on 5-year Goals from most recent Program Review.

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments *(If completed; What were the outcomes?)*
	Mark One for each 5 year Goal				
Replace outdated CBT modules with modern modules that function on all web-based platforms. Produce and include simulation, video, and high-quality graphics in the curriculum.	■	☐	☐	☐	Software Simtronics licenses purchased; Need more?
Work with the State of California, Department of Industrial Regulation, Division of Apprenticeship Standards to certify the curriculum in this program for various trades	☐	■	☐	☐	Continue discussions with dean and advisory committees into Spring 2015
Improve Advisory Committee membership and participation	☐	■	☐	☐	Advisory meeting scheduled for Spring 2015 with information being sent out at the end of Fall 2014
Identify and map program level learning objectives and ensure student achievement. Re-validate learning objectives identified by the Center for the Advancement of Process Technology for current use.	☐	■	☐	☐	
Develop new course on renewable energy and greenhouse emissions reduction	☐	■	☐	☐	Requested information and ideas from advisory committee will be discussed at spring meeting

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Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
			Equipment				
			Facilities				
			Personnel				
			Supplies				
			Technology				
Faculty development workshops to improve course quality	Strategic initiative #2 High Quality Course, Programs, and Services Initiative CCC will implement, and assess the Quality Rubric for all on-line and face-to-face classes and develop, implement, and assess a Quality Rubric for student support services and programs.	Ongoing training and development for faculty learning techniques for course enhancement and online learning	**Training**	Train 3 PT faculty with 1 trainer	2	$1000.00	Perkins
			Other				

*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

**Prioritize the program's resource needs with 1 being the most important and subsequent numbers being less urgent.

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Complete the **Prioritization Allocation Rubric (PAR)** form which outline the evidence and connections to the College Goals, KPIs and Plans of the campus. Please place the score from each section of the PAR from in the table below.

Only include request that fall outside the capability of your operating budget.

Goal	Resource	Estimated Cost	Health, Safety Compliance	SLO or Data Driven	Master Plan Support	KPI Support	Implementation Plan	Funding Type	Total Score	Department Priority

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

http://www.coastline.edu/about/research-planning/

Research and Planning Documents

- 2012-13 Annual Instructional Planning and Review
- 2013-14 Annual Instructional Planning and Review
- 2014-15 Annual Instructional Planning and Review
  - 2013-14 Subject Reports
  - 2014-15 AUO SAO
  - 2014-15 RAP & PAR Forms.docx (28KB)
- 2014-15 Annual Program Review
- 2014-15 AUO SAO

GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring in Subject Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F-to-S Persistence Rate as Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.