

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, ECE-HMSV-COOP

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Human Services program was created in 1998 to meet the critical need of training workers to serve the most disadvantaged and disenfranchised residents of San Mateo County. These individuals and families were not receiving the continuum of care they needed. The new program rose to this challenge, offering courses to county employees and college students, which were grounded in the strength-based philosophy of human services.

In the ensuing nineteen years, program instructors, well-schooled in the day to day work of human services, have taught students this client-centered approach and produced graduates whose helping skills have rippled out into the communities they serve. As the only community college-based Human Services program in the county, our program has helped shape the workforce in San Mateo County, sending educated, effective advocates into the field.

Our program offers a variety of certificates, which build upon each other as a student, advances toward an Associate's degree. Current certificates include: Promotor Education and Employment Project, Community Health Worker, Human Services, and an Area of Specialization in Family Development. We are currently in the process of enhancing the course content of Family Development, so that it too will be a certificate. The Human Services program has also developed a new Patient Navigator Certificate to add to our educational opportunities. The certificate will soon be passing through the college and state vetting procedure, and we will be able to offer this valuable addition to our program curriculum in the near future.

Once students achieve their A.S. degree in Human Services, they may transfer to a public or private university to complete their Bachelor degree. Notre Dame de Namur, in tandem with Cañada's University Center, offers an Evening Degree Completion Program in Human Services, enabling students to earn for their B.A. in half the usual time.

Community relationships such as those developed with San Mateo County Human Services and El Concilio are vital to the success of our students. These relationships serve to expand our awareness of current needs, and sustain the bridges to resources for clients, while offering employment and volunteer opportunities for students. The Human Services program maintains relationships with many other community agencies through our Human Services Advisory Board. This is a large and varied group of agencies offering the valuable resources of support and information to our program. Advisory Board meetings are held twice a year.

The core of our program consists of three main courses: Introduction to Human Services, Introduction to Counseling and Interviewing, and Introduction to Case Management. Our Family Development component is composed of two core courses: Introduction to Family Support: Building Respectful Partnerships and The Life Cycle of the Family. Our Patient Navigator Certificate will include our three core courses and other essential courses in health, medical assisting and psychology.

Our courses of study leading to certificates, depending on their focus, include computer courses, information about community resources, public assistance and benefits, health and psychology. We also offer a Serving Diverse Populations course, which focuses on effectively serving the members of the many different communities in San Mateo County. We will also be offering a new course, Counseling Survivors of Trauma, in a continuing effort of give our students courses which address current social concerns. These courses educate our students through individual and group projects, role-plays and vignette analysis, research papers, objective tests, presentations, and portfolios. All certificate courses include an internship, which provides the student with vital community experience.

The students who gravitate to Human Services have a strong desire to help those in need and to give back to their communities. Our students represent a microcosm of the student population of Cañada College. Fifty-five percent of our students are Hispanic and there is a 5:1 ratio of female to male students in the program. The majority of our students are over forty years of age and are working adults supporting families.

Often, these motivated, idealistic students have lives that consist of multiple day-to-day challenges and many of our students have received social services themselves. Frequently they pursue Human Services because they want to make the experience

of seeking assistance and coping with problems better for someone else. These students need additional mentoring and advising, to support their success and ensure their persistence to graduation. The current Human Services faculty goes above and beyond to assist our students in reaching their dreams of giving back to their communities and making a difference.

The faculty consists of dedicated individuals with strong backgrounds in the day-to-day work of the helping professions. When the program began, faculty members were specifically chosen because of their work in the community, so that they could teach from the literature and from experience. Currently, the Human Services faculty is composed of four adjunct assistant professors. The program, and our students, would greatly benefit from a full-time faculty. However, at this time, we have not been successful in achieving this goal. Although we have petitioned for a Program Coordinator for fall 2017 in lieu of a full-time faculty, we have recognized that more needs to be done. Therefore, we have looked elsewhere to strengthen our program.

In the fall 2016 semester, conversations began with the Early Childhood Education program about a possible merger of the two programs. ECE and Human Services not only share students, we also share a vision centered in helping and teaching. Both programs send their students back into their communities to help children, adults and families to lead richer and more fulfilled lives. Offering students our courses and certificates through a broader, more inclusive, and enhanced program began to make good sense to the faculties of both programs. The dialogue continues and there is a desire on both sides to move forward.

Fall 2016 also brought outreach to the Coastside communities of Half Moon Bay and Pescadero. Discussions continue as college and community consider ways to serve potential students for whom transportation to main campus is a major barrier to enrollment. This academic year also marked further examination of the untapped market of JobTrain students at our Menlo Park satellite campus. In both cases, new ways to bring more students to the HMSV program are being evaluated.

2017 finds the Human Services program at a crossroads. The Affordable Care Act and the governmental responses to the economic and social conditions in San Mateo County and in our nation as a whole, has resulted in the development of new and expanded social services and an increased demand for human services workers. However, there is now a new administration in the White House, the Affordable Care Act is in peril and the jobs picture for graduates of our program is not easily predicted. Our enrollment numbers have been dropping since the last program review, but there is now the possibility of combining forces with Early Childhood Education. There is uncertainty at this time, but our students and faculty remain committed to social justice and serving all communities in need. The HMSV program will continue to strive for success and meet our challenges, with the help of our colleagues in the community and here at Cañada College.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Career Technical, Basic Skills, Transfer, Lifelong Learning

Mission: The Human Services program at Cañada College educates students in the strength-based philosophy of helping individuals and families in need of economic, health-care assistance, and social support. Students learn effective communication, counseling, case management, and cultural sensitivity skills; enhancing their ability to work well with our diverse local communities.

Vision: The Human Services program is dedicated to producing future practitioners in the helping professions who are committed advocates for their clients, teaching and empowering the populations they work with, such as families in crisis, elders, veterans, immigrants, women and children, people with disabilities, and those dealing with domestic violence, homelessness and other difficult social issues.

Suggested Follow Ups

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Response Types: All Responses Types

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

Currently, the Human Services (HMSV) courses are not part of A-G requirements at our local high schools and we do not have an articulation agreement with the high schools for any of the HMSV courses. The college has programs allowing high students to take courses including HMSV while they are still in high school. Any changes in the HMSV program and the course outlines will not impact the high school enrollment since the courses are degree applicable and transferrable to CSU campuses.

The articulation with CSU campuses has not changed; most HMSV courses are transferrable to CSU campuses as electives. Students may also receive credit, depending on the University, for Social and Behavioral Sciences, Cultural Diversity, and General Education for the Associate degree and CSU GE Breadth.

If there are any changes to any HMSV course outlines in the future, we will work with the Articulation Officer to identify the course equivalent at 4-year institutions, and to ensure that the course outlines meet the CSU course objectives in order to keep the transferability. In a recent discussion with the Articulation Officer we have decided to add Psychology and Sociology courses to our certificates to enhance their transferability. We will also work with faculty members in other disciplines to ensure the cross listing between disciplines are congruent, such as HMSV and Early Childhood Education (ECE).

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Response Detail

No Response Information to Display

Narrative

The following recent initiatives have impacted the Human Services field in our community:

I. Affordable Care Act (ACA)

- a) Individual Mandate: requires all Americans to have health insurance.
- b) Expansion of Medi-Cal (MAGI Medi-Cal) and the roll-out of Covered California, the health insurance exchange.

In San Mateo County, as of March 2015-16, these changes have led to:

- 34,460 new Medi-Cal enrollees
- 25,270 enrollments in Covered CA

As of this writing, efforts are being made by the current Republican administration to repeal the Affordable Care Act. It is uncertain how or when this will take place. It will most likely necessitate those residents of San Mateo County who are currently receiving health insurance through the ACA and expanded Medi-Cal, to seek support from whatever safety nets are available at the time. These individuals may need additional support that could sustain the current need for human services workers.

II. AB-109 Public Safety Realignment, AB-12, the Family Stabilization Program: Katie Initiative Partnership with San Mateo County and Star Vista. (See previous program review for detail. Current data unavailable.)

These initiatives were developed as an effort to improve the quality of life to the foster children, re-entry individuals and families in need, and assist them in becoming more active and positive members in their communities. These services cannot be achieved with the current number of para-professionals and professionals in the human services field.

Regardless of what may happen to the Affordable Care Act or these initiatives, San Mateo County will always need qualified individuals with training in customer relations, client and community services. If and when the federal government introduces new health care options, para-professionals will likely be required to help clients understand the new laws and assist them in registering for health plans. The Human Services program at Cañada College provides the necessary training for this work through the various certificates we offer.

Initiatives such as AB 12 and AB 109 have affected the current human services workers who have had to expand their responsibilities with additional clients and services. These additional services are more challenging with the number of people in the workforce. In addition, many of the current human services professionals are retiring, and some will leave San Mateo County due to the high cost of living in the area. Our graduates are highly qualified candidates trained to work in this field, and will continue to be, in high demand by employers who are searching for motivated and well trained individuals.

Human Services Advisory Board Meetings:

October 27, 2016
April 21, 2016
October 22, 2015
April 20, 2015

All materials are on file in the division office

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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Narrative

As of fall 2014, all HMSV courses have been updated in CurricUnet and are in alignment. The HMSV courses will follow the college CTE review cycle to ensure that we are teaching up-to-date material relevant to our changing times and community needs. As stated earlier in this document, The HMSV program is in the process of raising our Family Development Area of Specialization to certificate level and preparing to present our Patient Navigator Certificate (PNC) to the college curriculum committee. As anticipated in the previous program review, all 25 students graduated in spring 2015 from our one-year cohort in Patient Care Navigation at Menlo Park. We believe this certificate will be of great benefit to the program. We hope to offer our Patient Navigator certificate in the next academic year.

The Human Services faculty continues to meet on a regular basis to review and update curriculum, ensuring that we continue to meet current needs in the Human Services field. Beginning in fall 2014, the HMSV program reinstated the State ESL/ESOL co-requisite requirement for students enrolled in our HMSV courses that are taught in Spanish. The goal is to help the students improve their English proficiency level and increase their self-confidence as well as their marketable job skills. Despite rigorous recruiting efforts, the fall 2014 Spanish HMSV courses were cancelled due to low enrollment. As of this writing, we have been unable to offer the co-requisite courses.

The Human Services curriculum was updated in 2013-14 and was reviewed for our first two-year cycle in 2015-16 and will continue to be reviewed every two years, per the college CTE curriculum requirements. In addition, the faculty will continue to meet on a regular basis to discuss the program and community needs to ensure that the students are well prepared for the workforce.

Serving Diverse Populations (HMSV 160) was scheduled in fall 2016 after an absence of over a decade. Ultimately, there was not enough enrollment to offer the course. We will publicize this important course and offer it again in fall 2017. In addition, a newly designed experimental course, Counseling Survivors of Trauma (HMSV 680) will be offered in fall 2017.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

Responses to recommendations/comments received on last year's program review:

1. Progress report did not respond to recommendation for information regarding program performance: Unable to locate this reference.
2. Reword PLO assessment B to clarify if there is time to make an analysis: Will be updated in TracDat.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

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Response Types: All Responses Types

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

The results of our 2014-2015 goals are below:

1. Explore articulation agreements for our HMSV courses with Notre Dame de Namur University, San Francisco State University, and San Jose State University.

Discussions have taken place and an action plan is being developed to identify congruent courses and establish articulations that align with the HMSV certificate and degree offerings.

2. Revise our current certificates and create a new Patient Navigator Certificate to better reflect current market requirements.

Family Development Certificate is in the process of being expanded and will be presented to Curriculum Committee in spring 2017. Patient Navigator Certificate has been created and will also be presented to Curriculum Committee in spring 2017.

3. SLO reporting revised to concentrate on 1 SLO for each course each semester. Analyze PLO/SLO data and compare to college ILO's.

SLO reporting is concentrating on 1 SLO per course. Unfortunately faculty has not met as a group to perform analysis of SLO/PLO/ILO's. This goal will be carried over to next cycle.

4. Submit a full-time faculty and a 7.5 hour per week coordinator request and present to college.

Because of the decrease in our enrollment numbers we did not submit a request for full-time faculty in fall 2016. We submitted a request for a program coordinator in spring 2017.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Not applicable

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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Response Detail

No Response Information to Display

Narrative

The HMSV program chose not to submit a request for a full-time faculty position in fall 2016. Instead, we applied for a Program Coordinator, with 3 units of release time, (7.5 hours per week) to begin in fall 2017. We hope that this new staff resource will greatly benefit our program and will report on this in the next program review.

In fall 2016 a Director of Workforce Development was hired. The addition of this staff person will contribute to the HMSV program in the following ways:

- Analyzing workforce trends in human services occupations
- Providing industry connections to build more robust advisory board
- Explore partnerships with county programs to enhance HMSV opportunities
- Creating internship opportunities with regional employees
- Promoting Human Services pathways with local high schools

In spring 2017 a Program Services Coordinator was hired who will provide marketing and social media support to HMSV program.

In fall 2016 the college received a significant amount of funding from the state chancellor's office to support CTE programs in the district through the Strong Workforce Program. As a result of this funding the HMSV program will receive support for program marketing, faculty professional development, curriculum development, advisory board support, program coordination and equipment and software. The purpose of the funds are to create "more" and "better" CTE programs through increased enrollment, job placement, graduation and transfer.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4	Current State of the Program
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7	Enrollment Trends
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Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Productivity 2011/12 – 2015/16 per PRIE Data:

5-Year Average	FTES	Load	Fill Rate %	Coordinator	FT Faculty
HMSV	28.69	389.8	72.94%	0	0
CBOT	73.7	420.6	74.54%	1	1
ECE	180.45	500.8	79.02%	1	2
FASH	90.06	457	73.10%	1	2
INTD	57.19	362.4	69.54%	1	1
MEDA	70.94	361.4	75.20%	1	2
LEGL	21.4	370.6	54.18%	0	0

Human Services Degrees/Certificates Awarded:

Certificates/Degrees	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total
Family Development	19	2	31	10	12	0	7	81
PEEP	5	2	13	4	26	0	20	70
Community Health Worker	7	2	11	6	12	2	15	55
Human Services	6	4	7	6	10	2	11	46
Human Services Degree	5	0	7	2	6	3	5	28
Total by Column	42	10	69	28	66	7	58	280

HMSV's Load and Fill Rate Percentages are in line with those of other programs in the division. However our FTE's have dropped since the last program review was completed. Additions to staffing and funding and outreach will hopefully improve the FTE totals before the next program review. Cañada is the only campus in our district that offers a HMSV program and we feel that with additional support, this program can grow to be an asset to the district and our community. The following are the current HMSV cycle of course offerings:

Fall	Spring	Summer
HMSV 100	HMSV 100	
HMSV 115	HMSV 110	
HMSV 120	HMSV 161	
HMSV 262	HMSV 264	
HMSV 265	HMSV 266	
HMSV 672	HMSV 672	

The HMSV department offers the following Certificates:

- Family Development (Will be Certificate of Achievement)
- Promotor Education & Employment Project (PEEP)
- Community Health Worker
- Human Services (Certificate and A.S. Degree)
- Patient Navigator (in process)

The current cycle of HMSV course offerings is working well. Students are able to complete their certificate in the designated 2-year cycle. Many of these courses are part of the required curriculum for multiple HMSV certificates, enabling dedicated students to receive more than one certificate by the end of the two years.

Our HMSV courses are offered in the evenings, with a few Saturday courses. We have found that the majority of our students are working adults and cannot attend daytime courses. Our website has been updated and we continue to utilize flyers and word of mouth. Through the endeavors of our Workforce Development Director, Dean and faculty members, we have been holding more meetings in the community and we will be adding new community agencies to our advisory board to enhance this vital connection. We are also reaching out to JobTrain students at the Menlo Park satellite location. The Strong Workforce monies will provide funding for enhanced marketing of courses and certificates.

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Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

5 year average: Success & Retention 2011-12--2015-16 per PRIE

Success Rate %	Retention Rate %	Comments
College Goal	70.0%	84.0%
HMSV	81.3%	87.8% HMSV exceeds college goal

Ethnicity	Success Rate %	Retention Rate %	Comments
African American	63.6%	77.0%	
Asian	70.1%	82.6%	
Filipino	80.0%	80.0%	
Hispanic	86.9%	91.3%	2nd largest population
Native American	53.4%	79.3%	
Pacific Islander	54.3%	68.7%	
White Non-Hispanic	77.4%	82.2%	
Multi Races	81.7%	90.5%	3rd largest
Unknown	87.2%	92.7%	largest population

Gender	Success Rate %	Retention Rate %	Comments
Female	81.1%	87.7%	
Male	83.7%	89.8%	

Age	Success Rate %	Retention Rate %	Comments
Under 18	100%	100%	
18-22	73.3%	80.5%	
23-28	76.3%	86.7%	
29-39	85.4%	89.6%	
40-49	81.8%	68.6%	
50-59	64.8%	89.4%	
60+	91.1%	95.1%	

Enrollment Status	Success Rate %	Retention Rate %	Comments
Continuing Student	82.9%	88.2%	
First Time Student	46.3%	74.5%	
First Time Transfer Student	65%	80%	
Returning Student	77.1%	88.2%	
Returning Transfer Student	76.5%	85%	

The chart above demonstrates existing equity gaps in the HMSV program. As shown, there is a lack of program access and completion rates by African American and Pacific Islander males. In order to address these gaps, significant efforts must be made to (a) increase enrollment through articulation agreements with local high schools, and (b) increase community marketing efforts to drive awareness of and enrollment in HMSV pathways. The college can support these efforts to specifically target African American and Pacific Islander males by reflecting these populations in promotional marketing and outreach materials. Further, these populations make up a large majority of students at JobTrain, located at our Menlo Park satellite center. The HMSV program is interested in exploring how it can expand course and certificate offerings to recruit these students.

Suggested Follow Ups

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No Suggested Follow Ups to Display

8-B. Completion - Success Online

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Response Types: All Responses Types

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Not applicable

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

All SLO's are systematically assessed. Focusing on one SLO per course has resulted in more in depth examination of course goals and outcomes by faculty. However, as of this program review, Spring and Fall 2016 need to be entered. Because HMSV no longer has a Program Coordinator the task has fallen to one of the faculty who still needs additional training and SLO's were not submitted in a timely manner by some faculty. SLO's will be entered before the end the spring 2017 semester.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

The HMSV program consists of all adjunct faculty with fulltime jobs, so it is very difficult to get together as a group, and email has not proven to be efficient. To date, the faculty have not looked at, or evaluated SLO information as a whole. This remains a goal.

Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

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Response Types: All Responses Types

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

Due to the issue with TracDat described above in #9, PLO has yet to be entered and evaluated by HMSV faculty. Our goal will be to meet, review and analyze SLOs and PLO before fall semester.

Suggested Follow Ups

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No Suggested Follow Ups to Display