

AGENDA ITEM A

DATE December 11, 2013

PURPOSE Educational Planning Report

The review and evaluation of educational programs and their continuous improvement are ongoing activities, as required by Title V, Board Policy 4008 and Curriculum and Instruction Procedure 4008. To that end, the District Educational Planning Committee meets annually to discuss the review, establishment, modification, and discontinuance of programs for each of the colleges. The colleges also provide a status report on their program review and student learning outcome activities. The meeting for this year was held on November 20, 2013.

The attached Educational Planning Report is presented to the Board for information. It includes individual college program review information and an update on each college's progress on student learning outcomes and assessments. Also included are the current Senate Bill 1440 transfer degrees initiated at each college.

Mojdeh Mehdizadeh

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Program Review Narrative

There continues to be ongoing program review cycle in accordance with Accreditation, Title 5, and the Contra Costa Community College District Administrative Policies (AP 2900.10), all requiring that a program review process be executed in order to evaluate educational programs. This program review process is a component of Contra Costa College's (CCC) integrated planning and budgeting process. Recommendations from the program review self-study inform decisions about human, facility, technology, and financial resource needs and allocations. Units conducting program review complete it in a four-year cycle to insure currency or every other year for career/technical programs with one review being a full review and another being a partial review.

Each program review is validated by a constituent based validation team and then reviewed by President's Cabinet. Commendations are provided if warranted and recommendations for action are required to be reported subsequent to the review by the President's Cabinet and are used in facilities planning, budget allocation, and human resource planning.

The cycle of program reviews completed over the 2012-13 academic year follows.

Spring 2013 ACADEMIC	Spring 2013 STUDENT SERV./ LEARNING RES.	Spring 2013 ADMINISTRATION	Fall 2013 ACADEMIC	Fall 2013 STUDENT SERV./ LEARNING SERV.	Fall 2013 ADMINISTRATION
*Public Safety formerly Adjus/EMT/ EMS (Update) Africana Chicano, Ethnic Studies Journalism (full)		Office of Instruction Vice President's Office Pres. Office Liberal Arts Div.	Cert. NA (Full) Nursing (Full) Speech Drama	Bookstore	LAVA Division NSAS Division Early Learn. Ctr. Professional Dev. Technology Services

Progress Since 2012

Changes to Program Review

The Academic Senate is currently engaged in a study of the program review process for academic programs. They will make a report upon completion of their study to the President's Cabinet.

Programs on Watch/In Trouble

Due to CCC's enrollment challenges, college staff must look at programs that may be unable to be sustained due to less revenue being generated. While there are no programs that are considered under "watch/in trouble" status, reductions to programs may be the result of the ongoing inability to meet the enrollment targets needed to sustain and enhance programs.

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Most Improved Programs

The English department has shown consistent improvement in success rates since the 2010-11 academic year. Over the last three years, the overall success rate in English has risen by 8% in the fall and 11% in the spring.

Program	Success Rate			% Diff 2010- 2012	Success Rate			% Diff 2011- 2012
	Fall 2010	Fall 2011	Fall 2012		Spring 2011	Spring 2012	Spring 2013	
ENGL	56%	61%	64%	8%	55%	60%	66%	11%

Status for 2013

Programs on Watch/In Trouble

None.

Programs Being Investigated

For 34 years, Chevron has worked directly with the Contra Costa County Office of Education Regional Occupational Program (ROP) to provide introductory courses in Process Plant Operations (PPO) and Industrial Maintenance Mechanic (IMM). The courses consist of an overview on basic equipment and processes common to the petrochemical industry. Topics covered include learning basic mechanical skills, communication skills, resume writing, basic math and chemistry. Chevron and ROP have consistently offered the PPO program and recently reinvigorated the IMM program to meet an upcoming need for these positions.

In fall 2013, Chevron approached CCC to consider developing credit coursework to supplement or replace the curriculum being offered through ROP. The college is exploring the possibility of developing introductory level coursework based on the National Center for Construction Education and Research (NCCER) standards. Some areas for investigation include: Introduction to Craft/Technology Training; Industrial Maintenance Mechanic (level 1 and/or 2); Process Plant Operations (level 1 and/or 2).

New Instructional Programs

AA-T in Music: The purpose of this transfer degree is to provide preparation for community college students to transfer into the California State University (CSU) system. This proposal is in accordance with Senate Bill (SB) 1440 and is submitted with the intent to provide a fast track transfer curriculum for exceptionally prepared music students. Students who successfully complete the Associate in Art Transfer Degree in Music will be qualified to transfer into a CSU Bachelor of Arts in General Music.

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AA in Music: The purpose of this updated degree is to provide rigorous preparation for community college students to transfer into the CSU system. The intent of this Associate in Arts degree update proposal is to provide comprehensive preparation and extended opportunities for students, particularly for underrepresented student populations. Students who successfully complete the Associate in Art in Music degree will be prepared to audition for any university Music program as well as to transfer as a junior.

CA in Pre-Allied Health: The purpose of this new certificate is to provide recognition to students who have completed the prerequisite courses necessary to enter a health career program. These students are taking core biology courses, but often do not complete a biology degree. Most students are looking for a degree in nursing, physician's assistant, radiography, sonography, nuclear medicine, dental hygiene, pharmacy, clinical laboratory assistance, occupational therapy, veterinary technology, or other related clinical health occupations. This certificate will alert schools and programs to the fact that students have the necessary knowledge to be successful in these career programs.

Programs to be Modified/Reduced

The Dental Assisting program is recommended for suspension based on information previously reported in the 2011 Education Planning Annual Report. The report identified a lack of resources available to bring back and sustain this program after a two year hiatus.

Programs to be Discontinued

None

Student Learning Outcomes (SLOs)

As of fall 2012, all departments have completed at least one program review that included SLO assessments and analysis. In this way, CCC meets the proficiency level of the Accrediting Commission for Community and Junior Colleges (ACCJC) SLO rubric. Ongoing assessments occur as part of the program review process (every two or four years) or on a more frequent cycle of one to two times in an academic year, set by the respective department.. In addition, as part of the annual unit plan, the college has linked SLO/Annual Unit Outcomes (AUO) assessments to campuswide planning, budgeting and resource allocation decisions.

In spring 2013, the SLO/AUO Coordinating Committee developed a rubric for evaluating "authentic assessments" or the assessment process for course level SLOs. The rubric is a self-assessment tool for determining the usefulness of the assessment data, establishing benchmarks, and encouraging discussions within the departments and divisions.

In fall 2013, the SLO/AUO Coordinating Committee defined its purpose as follows: "Oversees and facilitates the process of continuous outcomes assessment at the course, program, administrative unit, and institutional level. The committee assists members of the college in

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identifying and implementing authentic measures of student achievement and institutional effectiveness. It promotes the use of assessment results to evaluate and improve instructional and institutional practices. The SLO/AUO committee reports to the Student Success Committee."

In spring 2011, CCC purchased CurricUNET. With leadership from CCC's vice president, the college continues to work towards getting CurricUNET up and functioning in the spring 2014 semester. Additionally, the CCC's goal is to enhance the availability of Student Learning Outcomes Assessment (SLOA) data through the CurricUNET database module. The SLOA module will replace the college's current electronic form with a campuswide database that will generate assessment summaries and broader dialogue for planning and improvement of student learning.

Data from most recent ACCJC Status Report

	Percentage
% of programs with SLOs (ending with degree or certificate)	94%
% of program SLOs with ongoing assessment	75%
% of courses with SLOs	100%
% of course SLOs with ongoing assessment	95%
% of Student and Learning Support with SLOs	100%
% of Student and Learning Support Services SLOs with ongoing assessment	100%
% of administrative units with SLOs	100%
% of administrative units with ongoing assessment	95%
% of Institutional Outcomes	100%
% of Institutional Outcomes with ongoing assessment	100%

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Transfer Degrees (per SB 1440)

To date, CCC has two state-approved transfer degrees: Administration of Justice and Communication Studies. The college has identified 12 Associate Degrees in Transfer to be developed by fall 2014. Below is the status of overall transfer degree development.

No.	TMC	Program Award	Column B Active AA-T/AS-T	Column C Planned AA-T/AS-T	Status
1	Administration of Justice	AS-T	X		Completed
2	Anthropology	AA-T			
4	Business Administration	AA-T		X	
5	Communication Studies	AA-T	X		Completed
6	Computer Science	AS-T		X	
7	Early Childhood Education	AS-T		X	
8	Elementary Teacher Education	AA-T		X	
9	English	AA-T		X	Required revisions from State. With department for review.
10	Geography	AA-T			Approved July 2013 Board; Will submit to State in November
12	History	AA-T		X	
13	Journalism	AA-T		X	
14	Kinesiology	AA-T			Approved July 2013 Board; Will submit to State in November
15	Mathematics	AS-T		X	
16	Music	AA-T			Approved by CIC October 2013
17	Physics	AS-T		X	Resubmitted to the State in October 2013
18	Political Science	AA-T			Approved July 2013 Board; Will submit to State in November
19	Psychology	AA-T		X	Approved July 2013 Board; Will submit to State in November
20	Sociology	AA-T			Approved July 2013 Board; Will submit to State in November

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Program Review Narrative - Progress Since 2012

Changes to Program Review

Effective 2011-12, Instructional Unit Program Review (IUPR), Student Service Program Review (SSPR), and Administrative Program Review (APR) all moved to a common two-year cycle and adopted a common summary form to facilitate the evaluation of requests forwarded from the program review process to the resource allocation process. As all units completed program review in 2011-12, 2012-13 was an off-cycle year for program review for all instructional, student services, and administrative units, and program review will be completed in 2013-14 by all units. Changes were made to the administrative program review template and the Student Services Program Review template. No substantial changes were made to the IUPR template; an evaluation of the IUPR template and process will be initiated after the conclusion of the 2013-14 cycle. Effective 2013-14, collegewide plans will be included in the program review and resource allocation process. Collegewide plans will consist of a summary form to be validated by the Institutional Planning Committee and forwarded to the Integration Council for consideration in the resource allocation process.

Programs on Watch/In Trouble

No new programs were identified as "in trouble" as a result of the 2011-12 program review. The Office Professional program had been previously identified and has been under revision. It is anticipated that the revitalization work on this program will be completed in 2013-14, with changes submitted to the Curriculum Committee in fall 2014.

Most Improved Programs

Development of degrees in response to the opportunity provided by Senate Bill (SB)1440 model curricula continues to be an emphasis. Thirteen Transfer Model Curricula (TMC) degrees were added to the catalog and became effective for students in 2013-14.

Status for 2013

Programs on Watch/In Trouble

The Medical Laboratory Technology (MLT) program will be deleted from the 2014-15 catalog. The Engineering Technology, Mechanical degree and certificates were placed on hiatus in the 2013-14 catalog. It is anticipated that the MLT program will be added back to the 2014-15 catalog when the machine technology courses are reactivated as part of the mTECH (Mechanical Technology) program.

Programs Being Investigated

AS/Certificate - Industrial Design

AS/Certificate - Digital Modeling and Fabrication

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New Instructional Programs

As TMCs are developed, DVC intends to develop Associate Degrees in Transfer (ADT) in disciplines where there is substantial alignment with existing curriculum. TMCs under development that may result in degree development include Biology, Health Science, Radio Television and Film, Economics, Chemistry and Engineering.

The philosophy department has developed an ADT, which was approved by the Governing Board on November 13, 2013.

The humanities department is developing an Associate Degree in Humanities to complement the Associate in Arts with an area of emphasis in Humanities. This is a transfer degree, but not model curriculum.

The art digital media department is developing another specialized degree/certificate in Game Design. This is a Career Technical Education (CTE) degree.

The English as a Second Language (ESL) department is developing a "scaffolded" sequence of locally-approved certificates designed to help students persist to higher levels of achievement in reading and writing skills.

Programs to be Modified/Reduced

Office Professional Certificate of Achievement

Computer Network Technology Associate in Science Degree

Programs to be Discontinued

Through the program review process, it was recommended the following programs be discontinued:

The Medical Laboratory Technology program will be deleted from the 2013-14 catalog. Contributing factors include regulatory restrictions that have hampered integration of the MLT into the workforce; challenges with program funding; facilities and scheduling challenges at DVC; the structure of program oversight.

Student Learning Outcomes (SLOs)

DVC continues to make progress toward the institutionalization of SLOs in all areas. Student services programs continue their well-established assessment and evaluation methods. Instructional units have established learning outcomes for all courses and programs and continue to increase the number being assessed and evaluated. In addition, instruction continues to provide reassigned time to support the continuous improvement of the SLO process at DVC. This position supports 'WebSLOs 2.0,' a web-based, SLO database and tracking system used by faculty. Effective 2012-13, DVC established an SLO Center where faculty can make appointments and drop in for assistance with all SLO matters. Two faculty have reassigned time to manage the activities associated with SLO development and assessment and serve as co-chairs of the Faculty Senate SLO Assessment Committee (SLOAC). The SLOAC meets twice each month to review current and proposed SLOs and assessment results. Establishment, assessment and evaluation of SLOs result in a compliance item in all IUPRs. Administrative units develop goals and outcomes, linked to the college's

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strategic objectives, as a required component of the APR process. The Faculty Senate approved revisions to institutional learning outcomes in spring 2014. The SLOAC is in the process of developing a methodology of mapping program learning outcomes to the institutional learning outcomes.

(data from AACJC report)

	Percentage	Comments
% of programs with SLOs (ending with degree or certificate)	100%	
% of program SLOs with ongoing assessment	100%	
% of courses with SLOs	100%	
% of course SLOs with ongoing assessment	63%	Percentage of courses that have been assessed at least once. All courses are placed on an assessment cycle.
% of Student and Learning Support with SLOs	100%	
% of Student and Learning Support Services SLOs with ongoing assessment	100%	
% of administrative units with SLOs	0	Administrative units do not have 'student learning outcomes.' Administrative units link goals and outcomes to the college strategic directions as part of the administrative unit program review process. Not required in SLO Implementation Status Report.
% of administrative units with ongoing assessment	0	Administrative units do not have 'student learning outcomes.' Administrative units link goals and outcomes to the college strategic directions as part of the administrative unit program review process. Not required in SLO Implementation Status Report.
% of Institutional Outcomes	100%	
% of Institutional Outcomes with ongoing assessment	0	New ILOs were developed in spring 2013. The SLO Assessment Committee is developing the assessment methodology.

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Transfer Degrees (per SB 1440)

Developed and approved:

AAT Business Administration

AAT Communication Studies

AAT Mathematics

AAT Psychology

AAT Sociology

AAT Art History

AAT English

AAT Journalism

AAT Music

AAT Political Science

AAT Studio Arts

AAT History

AST Administration of Justice

AST Early Childhood Education

AST Geography

AST Geology

AST Physics

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Los Medanos College

Program Review Narrative

Los Medanos College (LMC) has been on a six-year program review cycle and in 2012-13, shifted over to a five-year cycle to better align with the timelines for assessment and the updating of course outlines. During the 2011-12 academic year, LMC completed the last of the five annual program review updates. Between November 2012 and February 2013, all departments and organizational units conducted a comprehensive program review. The college continues to have a very high completion rate for program review. All instructional programs, student services program and units, and administrative units completed the comprehensive program/unit review. Program-level assessment results of student learning outcomes (SLOs) have been integrated into the instructional and student services program review, and synchronization of the cycles has been improved. In keeping with accreditation standards, LMC maintains a direct linkage among processes for program review assessment, planning, and resource allocation.

Progress Since 2012

Changes to Program Review

The college continues to make evolutionary improvements in the program review process. For the first time, LMC three-person review teams provided departmental/organizational units with constructive feedback on program review in 2011-12. The teams reviewed the mission statement and program description, status update for previous objectives, and the new objectives, rationale and activities. Unfortunately, due largely to significant staff turnover and organizational restructuring, this successful validation process was not repeated in 2012-13. The absence of the validation process in 2012-13 underscored the success and positive contributions that the validation process provided in 2011-12. Work is currently underway to implement a sustainable validation process for the first annual updates conducted in 2013-14.

One aspect of LMC's organizational restructure included the creation of an Office of Planning and Institutional Effectiveness. This unit is led by the Senior Dean of Planning and Institutional Effectiveness, a newly-established position that reports directly to the President. Among its areas of oversight, this office maintains responsibility for LMC's program review and, in conjunction with the Office of Instruction, its assessment processes; provides leadership on accreditation, with the Senior Dean serving as the institution's Accreditation Liaison Officer (ALO); and works collaboratively with the research function that is centralized at the Districtwide level.

Programs on Watch/In Trouble

LMC has not formally identified any individual programs as "on watch/in trouble." The fluidity and uncertainty of State funding, the impact of new legislation (e.g. repeatability), and changing enrollment trends – related in part to economic upturns – seem to have burst the enrollment bubble. However, LMC continues to demonstrate good productivity numbers. The following figures represent annual productivity (FTES/FTEF) for the past three academic years (Cognos for FA/SP only):

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2010-11	18.0
2011-12	18.2
2012-13	17.15

Most Improved Programs

LMC wishes to recognize the following programs.

Appliance Service Technology is the last program of its kind within the California Community College System. Providing practical and employable skills upon completion, the program works with major employers, such as Sears, Roebuck and Co., to supply the industry with technicians. In fall 2012, General Electric started a student internship training program with Appliance Technology. Most recently, LMC staff was asked to advise Evergreen College on the viability and practicality of creating their own program.

Drama has developed an Associate in Arts Transfer Degree in Theatre Arts, preparing students to transfer and study theatre at a California State University (CSU). Under the able direction of Professor Nick Garcia, the drama program produces four main stage productions each year. This semester, LMC students staged an acclaimed production of *Fences*, and there is much anticipation for the upcoming full-scale fall production, *The Government Inspector*. While participating in the regional session of the Kennedy Center American College Theater Festival (KCACTF), LMC's student-thespians were recognized for their performances and received scholarship offers from four-year institutions in attendance.

The **EXITO Grant**, now in the fourth year of a five-year grant cycle, focuses on creating a robust transfer culture at LMC and increasing transfer rates for the institution. As evidence of the grant and collegewide efforts to improve transfer, this year LMC achieved its highest number of total transfers to UC and CSU in a single year:

- Total UC + CSU Transfers = 337 (new high: a 10%+ increase over 11-12 and a 7% increase over the previous high of 315 in 08-09)
- Total UC Transfers = 76 (new high)
- Total CSU Transfers = 261 (2nd highest)

Such progress results from an institutional commitment to implement programs for new students; conduct research that informs practices; and offer professional development for all staff. The **Transfer Academy**, now in its third academic year, utilizes a cohort-based programmatic approach that has significantly improved success and retention rates for first-time students. The program provides strong support both inside and outside the classroom, including counseling support, tutoring, workshops, social and cultural experiences, leadership development, and university tours. In 2013, **Summer Bridge** also ran its second cohort at LMC. This four-week program targets incoming high school students to provide them with a "boost" for their first year at LMC.

In the last year, LMC also participated in the Survey of Entering Student Engagement (**SENSE**) and the Community College Survey of Student Engagement (**CCSSE**) to better understand the experience of incoming students. In partnership with other college groups, **EXITO** has supported professional development opportunities on culturally-relevant practices and strategies

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for serving a diverse student body. In 2012, the college participated in the formation of the Educational Partners Collaborative – a consortium of educational leaders in East Contra Costa County formed to strengthen the pipeline from high school to post-secondary, thus supporting a vision to improve college-going rates for all students in the region.

Fire Technology/Emergency Medical Services (EMS) has continued to supply the region with qualified firefighters and emergency medical technicians (EMTs), including more than 100 fire academy graduates and 400 EMTs since 2007. Recently, the program successfully collaborated with the American Heart Association (AHA) as partners in the *Chain of Survival*, by being a local provider of AHA classes.

Process Technology (PTEC) is the only such program in Northern California, and just one of two in California. It prepares students for highly sought after jobs in the chemical and petrochemical industries. Since its inception, the program has focused on increasing awareness of the field; partnering with local industries; enrollment, certificate and degree attainment; and graduate employment. PTEC has been successful in all these areas and in 2012-13, achieved the largest number of program graduates and employment figures to date: 17 Certificates of Achievement and 12 Associate of Science degrees.

Welding most recently modified program curriculum to make its certificates stackable, thus facilitating the completion of coursework. For many LMC students, getting educated, trained, and hired is not just a lifelong goal, but a real-life need – and the “stackable” nature of this certification allows them to enter the workforce sooner rather than later. With funds from the TAACCCT grant, the Welding Program implemented these curricular changes and will be increasing program quality and capacity through lab renovations and upgrades (scheduled for Winter/Spring 2014).

The **Umoja Scholars Program** has been recognized as a model by the Umoja Community, a consortium of the 27 programs across California. LMC's program has grown significantly in the past four years, seeing a constant increase in its graduates and transferring students. Currently celebrating five years of “Unity, Scholarship and Community,” the Umoja Scholars Program serves over 100 students across four different cohorts – spanning from basic skills level to transfer level English and math. Beginning in spring 2012, African American students have filled both the transfer level English and math courses.

Status for 2013

Programs on Watch/In Trouble

None.

Programs Being Investigated

No new programs are being planned. However, in 2013-14, curricula are in the process of being repackaged into AA-T and AS-T degrees for the following disciplines

1. Studio Arts
2. Journalism

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3. English
4. Computer Science
5. Mathematics
6. Art History
7. Music
8. Anthropology

New Instructional Programs

The following new programs were approved in 2012-13:

- AA Acting (Spring 2013)
- AA Liberal Arts - Arts & Humanities (Spring 2013)
- AA Liberal Arts - Behavioral Sciences & Social Sciences (Spring 2013)
- AA Liberal Arts - Math & Sciences (Spring 2013)
- AS-T Administration of Justice (Fall 2013)
- AS-T Business Administration (Spring 2013)
- AS-T Physics (Spring 2013)
- AA-T History (Fall 2013)
- AA-T Kinesiology (Spring 2013)
- AA-T Theatre Arts (Fall 2012)
- COA Administration of Justice (Fall 2013)
- COA Criminal Investigations (Fall 2013)
- COA Basic Law Enforcement Academy – Intensive (Spring 2013)
- COA Basic Law Enforcement Academy – Advanced (Spring 2013)
- COA Basic Law Enforcement Academy – Intermediate (Spring 2013)
- COA Criminal Law (Fall 2013)

Programs to be Modified/Reduced

LMC has not taken formal action to reduce programs. However, due to fiscal constraints and changes in legislation (e.g. repeatability), course offerings have been curtailed using a method consistent with LMC's enrollment management process. The result has been a combination of across-the-board and targeted reductions. As programs have been allowed to add back offerings, those courses have been prioritized on the same enrollment management process.

Programs to be Discontinued

None.

Student Learning Outcomes (SLOs)

LMC is at the "proficiency" level for the assessment of student learning outcomes (SLOs) and is moving toward "sustainable continuous quality improvement" in some areas. SLOs are in place for all courses and programs, including certificates/degrees. Course-level outcomes are aligned with program and/or institutional (General Education) SLOs. Instructional program SLOs are published in the college catalog, and course SLOs are included in syllabi. Almost every student support service has SLOs, which are aligned with the institutional and program missions and

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with the student clientele being served. Authentic assessments are in place at all required levels, and the college is making a major push to increase the percentage of assessed course-level SLOs. During 2011-12, LMC revised its assessment model. This change has improved clarity and efficiency and improved integration with other institutional processes.

Across many areas of LMC, there is widespread dialogue about assessment results. There is increasing evidence that the process is leading to course and/or program improvements. Institutional decision-making includes consideration of assessment results, and LMC provides adequate resources to support the assessment process.

The table on the following page outlines the course-level, program-level, and institutional learning outcomes in place at LMC (as of September 2013):

(updated data from AACJC report)

Student Learning Outcome Metric	Percentage	Comments
Programs with SLOs (ending with degree or certificate)	100%	Reporting mechanism for program-level assessment in Program Review; all locally-approved certificates now have SLOs, which are published in the 2013-14 Catalog for the first time.
Program SLOs with ongoing assessment	100%	With the addition of assessment for locally-approved certificates, the denominator has increased; thus, the percentage of completed assessments has dropped.
Courses with SLOs	100%	Included in course outlines
Course SLOs with ongoing assessment	72%	Percentage continues to increase this Fall (see notes below)
Student and Learning Support Services with SLOs	100%	
Student and Learning Support Services SLOs with ongoing assessment	100%	
Administrative units with SLOs	N/A	Not required by ACCJC
Administrative units with ongoing assessment	N/A	
Institutional Outcomes	100%	
Institutional Outcomes with ongoing assessment	80%	LMC has five degree-level SLOs, four of which have been assessed.

All courses offered at LMC were grouped in assessment cohorts beginning in Fall 2012, with new courses added to a cohort as they are created. Currently, the percentage of courses with ongoing assessment is 72%. Included in the remaining 28% are:

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- Courses that have been assessed in cohort year 1 (2012-13), but have not yet reported the results;
- courses scheduled for assessment in cohort year 2 (2013-14); or
- new courses added to the catalog and scheduled to be assessed in the coming years.

During the program assessment cycles in prior years, 100% of degree and certificate granting programs had completed program student learning outcome (PSLO) assessment projects. As outlined in the college's newly-implemented assessment model, PSLOs in all degree, certificate and skills certificate granting programs are scheduled to be assessed by spring 2017.

Transfer Degrees (per Senate Bill 1440)

State-approved (and in the 2013-14 catalog):

1. Administration of Justice
2. Business
3. Communication Studies
4. Early Childhood Education
5. History
6. Kinesiology
7. Physics
8. Psychology
9. Sociology
10. Theater Arts

Currently going through college approval processes:

1. Studio Arts
2. Journalism
3. English

In development:

1. Computer Science
2. Mathematics
3. Art History
4. Music
5. Anthropology