

CalWORKs 2012-2013

Comprehensive Program Review Self-Study Report

Please provide the following information. Respond NA to questions which are not applicable to your division/program/area. The self-study reports of all programs/areas will include responses to Areas 1-7. Self-study reports of academic divisions will include a division overview in Area 1 and analysis of each discipline in Areas 2-7.

Area 1 - Division or Program Overview

1.1 Briefly describe how the division or program supports the district mission. If the division/program mission has changed in the past four years, please discuss the reason.

The mission of the CalWORKs Program has not changed during the previous four years.

Mission Statement

The mission of the CalWORKs program is to assist the students in their educational and personal goals. CalWORKs students are provided education and job preparation training to enhance their marketable skills that are necessary to make a smooth transition from welfare dependency to long-term self-sufficiency.

1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or program.

- ☐ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- ☒ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ☐ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
- ☒ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- ☒ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
- ☒ Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing Areas 2-7, prepare a one page summary of the program/division.

California Work Opportunity & Responsibility to Kids (CalWORKs) is a state-funded Welfare-to-Work program designed to help individuals on public assistance become self-sufficient. Antelope Valley College's CalWORKs program works together with other community agencies to provide comprehensive services that promote self-sufficiency through education, vocational training, and employment. At Antelope Valley College, we

strive to help our CalWORKs students obtain lifelong learning through education, and gain access to the work force and a new career, while providing support services that help ensure a successful transition. Interpret the significance of the findings. Note the program's strengths, weaknesses and opportunities for improvement.

The strengths of the CalWORKs program:

- The support services for the CalWORKs students are coordinated.
- The AVC CalWORKs office is designated as the central entry point for all CalWORKs students.
- The CalWORKs program uses a case management approach to ensure that CalWORKs students are aware of and know how to use the appropriate support services that are available to them.
- CalWORKs students are made aware of support programs that AVC offers such as financial aid, child care, career counseling, academic counseling, tutoring, and work study.
- Students are referred to other supportive programs such as EOP&S, STAR, OSD, and all others services that are applicable to them.
- The CalWORKs program requires CalWORKs students to complete two counseling appointments each semester in efforts to identify their educational barriers and ensure they are maintaining satisfactory progress in classes.
- Student Orientations are a mandatory requirement that provides current information on changes pertaining to federal, state, county and college rules and regulations.
- The AVC CalWORKs program has very good relationships with the county welfare departments, CCRC, GAIN and other agencies and organizations that provide services for CalWORKs students.
- Having the GAIN Liaison on-site to provide county assistance and services to students.

The weakness of the CalWORKs program:

- The state budget for the CalWORKs program is not stable; the fluctuation in funding causes hardships to the students and the program.
- There is a need for more Work Study funding.
- The space for the program is not adequate to provide confidentiality to students.
- There is not enough staff to support the amount of students that are continuously being referred from the county.

Opportunities for improvement:

- The CalWORKs program's strong commitment to continuous communication with the college, county and other agencies will ensure the needs of the students and the CalWORKs program are being met.

1.4 Name of person leading this review.

Tim Wiley

1.5 Names of all participants in this review.

Diane Martinez, Peggy Sosa, Christina Simmons, John Vines, Colleen Amezcua, Karen Martin, Pamela Ford, and Katie Rivas

Area 2 - Data Analysis

All programs will complete Areas 2-7. In academic divisions Areas 2-7 will be completed by each discipline; please identify the discipline.

Longitudinal data

- District headcount and FTES
- Division headcount and FTES
- Discipline headcount and FTES
- Student PT/FT enrollments
- Number of sections offered by location/distance education
- PT/FT faculty ratio by LHE
- Efficiency (measured as FTES/FTEF)

Data about student progress

- Student achievement: success, retention and term to term persistence:
- Progression through remedial courses
- Program completion
- Degree/certificate completion rate
- Transfer rates to 4-year institutions
- Licensure exam results
- Job placement/post training

2.1 Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.

Since the peak of AVC's enrollment in 2008-2009 there has been a 26% decrease in annual enrollment. The CalWORKs headcount decreased 10% (from 1008 in 2008-2009 to 904 in 2011-2012). This decline is not related to course or service demand but directly driven by the statewide budget cuts.

2.2 Please review the five year trends in course offerings, faculty ratios and efficiency provided on the web link. Comment on trends and how they affect your program. During the past five years there have been significant budget cuts to the CalWORKs program.

The CalWORKs program budget has seen a 46% decrease in funding over the past five years. Additionally the district also received cuts to its financial budget that also had a direct impact on the CalWORKs program. Because of the budget cuts to the district, CalWORKs students were having a difficult time enrolling into classes, due to the shortage of available classes. The CalWORKs office provides services to students that are being referred by Los Angeles and Kern County. Currently, CalWORKs single parent families are required to participate in school or work activities for 32 hours per week, including a minimum of 20 hours per week in core activities (school). Two-parent families must participate at least 35 hours per week, including a minimum of 20 hours per week in core activities (school). Because of these Federal, state and county mandates, CalWORKs students are referred to the Antelope Valley College CalWORKs program on a year round basis. Due to year round county referrals the students that the CalWORKs program serves have remained steady regardless of any budget cuts. The following reflects the student headcount for the past four school years:

- 2007-2008 706 students
- 2008-2009 1008 students
- 2009-2010 945 students
- 2010-2011 920 students
- 2011-2012 904 students

2.3 *Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention).*

Although the data reflects that CalWORKs students are not as successful as the general population of the college. The data does show that the CalWORKs students are making steady progress despite the many barriers they are faced with.

Table 1 *Success*

Year	CalWORKS	Non-Participants
2008-2009	59%	69%
2009-2010	60%	70%
2010-2011	63%	70%
2011-2012	63%	71%

Table 2 *Retention*

Year	CalWORKS	Non-Participants
2008-2009	84%	87%
2009-2010	84%	89%
2010-2011	86%	88%
2011-2012	86%	88%

- 2.4 *Analyze changes in student achievement and achievement gaps (demographic and/or mode of instructional delivery) over the past four years. Cite examples of discussion of data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement gaps between groups.*

The data shows an increase in success in retention over the past four years with success increasing by 4% and retention by 2%. This may be related to the increase in orientations and student engagement activities.

- 2.5 *Analyze and summarize trends in student progression through remedial courses, if applicable.*

Prior to being referred to the CalWORKs office, the Los Angeles County GAIN program will have the student complete a Vocational Assessment which will indicate the educational level of the CalWORKs student. This information is used by the CalWORKs counselors when they are counseling the students and making recommendations for classes. Table 3 shows that nearly 40-percent of CalWORKs students enroll in remedial courses.

Table 3 ***Enrollment in Remedial Courses***

YEAR	Enroll in Remedial Courses
2008-2009	40.1%
2009-2010	42.6%
2010-2011	41.4%
2011-2012	39.4%

The data is not available for the progression through the remedial cycle. However, due to the strict time limits, CalWORKs students have a limited time to complete their educational goals. With this in mind, every effort is made to ensure the CalWORKs students are making satisfactory progress through all their courses.

- 2.6 *List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted program completion as well as degree and certificate completion rates.*

CalWORKS does not offer a degree or certificate

- 2.7 *Using the data provided by web link, please comment on transfer rates to four-year institutions, license exam results and job placement/post testing. If applicable, cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes during the past four years*

that have resulted in improvements in transfer rates to four-year institutions, license exam results and job placement/post testing.

The CalWORKs program primary focus is to assist students obtain short term training and to re-enter into the workforce. However every effort is made to ensure that any CalWORKs student that desires to transfer is prepare to do so.

2.8 *Report and analyze program data showing the quantity of services provided over the past four years. (e.g. number of students served, books sold, employees hired, acreage maintained).*

Over the past five years (June 1, 2007-2008 thru June 30, 2012-2013) the CalWORKs program has provided more than 22,034 direct and indirect services to CalWORKs students, with the primary focus of the services is in counseling and completing a Student Educational Plans (SEP) to assist the CalWORKs students to reach their educational and personal goals.

Starting in 2011 the CalWORKs program changed from a Case Management process to mandatory Orientations. This allowed us to increase the amount of students we were able to provide information to, become more efficient and aware of the issues students were having with college and the county.

- The CalWORKs forms GN 6005 and GN6006 are used to track changes to the student's career and educational goals.
- The GN 6070 is used to track the student's academic progress throughout the school year.

Services Provided: Counseling-Case Management-Orientations

Year	Counseling	Student Educational Plans	Case Management	New/Return Orientations
2008-2009	1826	1793	629	17
2009-2010	1656	1325	593	865
2010-2011	1618	885	163	1018
2011-2012	2104	1379	0	902
2012-2013	1648	2528	0	1085

Services: Forms Completed

Year	GN 6005	GN 6006	GN 6070	
2008-2009	229	264	846	
2009-2010	132	129	1189	
2010-2011	107	170	1122	
2011-2012	94	125	1146	
2012-2013	156	281	574 and counting	

Area 3 - Outcomes

- 3.1 *Analyze changes in student learning outcomes (SLOs) and program learning outcomes (PLOs) assessment results over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in the learning outcomes.*

N/A

- 3.2 *Analyze the assessment results of operational outcomes (OOs) over the past four years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvements in the program.*

The CalWORKs PLO #1 states: Students will utilize their recommended support services to assist in achieving their educational and career goals.

The CalWORKs OO states: Students will demonstrate the process for applying and receiving educational and county benefits and services from the Antelope Valley College, Department of Social Services and GAIN.

During the past four years CalWORKs students have had to face many changes and challenges, most of the changes and challenges affected the amount of cash aid they receive from the county and a reduction in their time to receive cash aid went from 60 months to 48 months. During the 2011-2012 the CalWORKs program surveyed its students to identify areas of strengths and weakness, to ensure the CalWORKs students knew how to use and understand the college process.

The following questions were asked:

- When your overall cumulative GPA (grade point average) falls below 2.0 you are placed on?
- When the percentage of all units in which the student has enrolled and received entries of “w”, “I”, and “NP” or “NC” reaches or exceeds 50% she/he is placed on?
- The three parts of an Associate Degree are?
- English and math classes lower than English 101 and Math 102 are called:
- CalWORKs students are required to see a counselor__ times per each semester?
- Effective 7/1/12 all students receiving Federal Pell Grants now have a lifetime limit of __semesters?
- The “Matriculation Components” at AVC are AVC Assessment, Student Educational Plan, _____ and Counseling.
- With drawl from classes is the responsibility of the _____.
- An “Advisory” is a condition of enrollment that is _____ not required.
- Basic Skills courses are not counted towards the ____ units required for the AA degree.

CalWORKs Quiz/Survey results:

Supportive Services Utilized	Student's Surveyed	Percent Understood & Utilized
Academic Probation	125	93.6%
Progress Probation	125	11.2%
Three Parts of AA Degree	125	28.0%
Basic Skills Classes	125	41.6%
Required to see a Counselor	125	82.1%
Pell Grant Changes	125	44.0%
Matriculation Components	125	35.2%
With Drawl from Classes	125	95.2%
Advisory	125	93.6
Classes counted towards AA degree	125	49.6%

Area 4 - Stakeholder Assessment

4.1.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

- The CalWORKs program helps to prepare of a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of higher education and work study assignments. CalWORKs students work throughout the campus and off campus when funding is available.
- The CalWORKs department strives to provide quality service to the students, the community and our colleagues with integrity and compassion. During the 2009-2010 school year the CalWORKs program entered into a partnership with the South Bay Workforce Investment Board (SWIB) employing 105 Transitional Subsidized Employment (TSE) workers.
- We encourage development of teamwork, cooperation and innovation as well as the pursuit of increased knowledge, by attending quarterly GRET meetings, monthly LC5 CalWORKs meetings, CWETEP and State CalWORKs Advisory meetings.
- In addition to gaining access to CalWORKs, we strive to ensure students have an understanding of the CalWORKs process and the relationship between CalWORKs and their academic success by having mandatory CalWORKs orientation during the fall and spring semester.

Work Study Students

Year	Students
2008-2009	127
2009-2010	200
2010-2011	118
2011-2012	128
2012-2013	217

Transitional Subsidized Employment (TSE)

Year	Students
2009-2010	105

Area 5 - Goals and Objectives

5.1 *Indicate the status of each goal identified in the most recent comprehensive self-study report and last year's annual report as completed, in progress or terminated.*

1. Increase document imaging (Terminated no funding)
 2. Use email more to communicate with students. (on going)
 3. Update the CalWORKs web site. (ongoing)
 4. Provide conference attendance for all full time staff. (ongoing)
 5. Provide services at the Palmdale site. (Terminated no funding)
 6. Conduct the CalWORKs surveys on line to increase the responses (ongoing)
 7. Secure confidential information at the front counter. (ongoing)
 8. Electronic transmission of documents with local agencies, such as CCRC. (Terminated)
-
1. Continue using OOs to improve services to students. (ongoing)
 2. Improve the student evaluation and include an on line version. (ongoing)
-
1. Hire a full time faculty counselor (Terminated)
 2. Hire a Clerical Assistant (2) (Terminated)
 3. Hire CalWORKs Technician (2) (Completed 1 of 2 hired)
 4. Job Developer (Terminated)
 5. Hire a classified assistance to help staff child care services at the Lancaster Campus and the Palmdale site. (Terminated no funding)
 6. Consider providing before and after school care services for CalWORKs students at the Palmdale site and main campus. (Terminated)
-
1. Review the front counter space and the intake process to increase confidentiality and safety. (ongoing)
 2. Explore other office space within AVC for possible expansion of CalWORKs prior to moving into the proposed new Student Service Building. (ongoing)
 3. Work with the ITS department to explore ways to increase the use of technology and increase efficiency. (ongoing)
 4. Explore the need to have more access to a large classroom. (ongoing)
 5. Purchase a fax/copier for the Program Coordinator's office. (Terminated no funding)
-
1. Request through the District budget process financial support to help offset the non CalWORKs students served by the program. (Terminated no funding)
-
1. Create a "Day at AVC" for the county GAIN workers. (ongoing)
 2. Participate in more community outreach events to showcase the successes of the CalWORKs program. (ongoing)
 3. Create a better coordinated outreach effort by all staff members. (ongoing)

1. Continue monitoring compliance on federal, state and county levels with the support of the CalWORKs staff and administration. (ongoing)
2. Continue to provide information regarding CalWORKs policies and procedures to students in an efficient and effective manner. (ongoing)

5.2 *List program goals and objectives related to improving learning outcomes and the success of the various learner populations in completing courses, certificates, degrees and transfer requirements. Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.*

CalWORKs does not provide degrees or certificates.

Immediate Term (up to 3 years)

Goal:

Objectives:

Short Term (3 to 5 years)

Goal:

Objectives:

Long Term (6 or more years)

Goal:

Objectives:

5.3 *List program goals and objectives related to improving operational outcomes. Consider program services, operations, assessments, collaborations, scheduling, location, technology, etc.*

Immediate Term (up to 3 years)

Goal: Identify a new workspace/location to house the CalWORKs program as the lack of privacy and overcrowding have become issues during peak times of registration.

Objectives: As identified in the Educational Master Plan and the findings of the spring 2012 outcome assessment. In order to meet this goal the CalWORKs program will have discussion with the Dean of Student Development and Services, the Facilities Director, to locate suitable space that will be appropriate for the CalWORKs program and the students that are served.

Short Term (3 to 5 years)

Goal: Hire additional staff - one additional Educational Advisor

Objectives: As identified in the Educational Master Plan and the growth of the CalWORKs program as well as the need for added staff to provide

counseling services to the additional CalWORKs students. To meet this goal the CalWORKs program will seek out additional funding through the Chancellors Office CalWORKs program and various other grant opportunities to secure the necessary funding to support the additional staff (Educational Advisor).

Long Term (6 or more years)

Goal: Upgrade office computers, software and training

Objectives: Significant steps or actions needed to achieve the goal to ensure that the staff is trained on the working computers, new upgraded software and attend CalWORKs conference to stay current in the field.

Goal: Hire additional staff - one Job Developer and Clerical personnel

Objectives: Increased staff will help expand the services to students to increase their student success in meeting their educational goals and increasing the efficiency of the CalWORKs office.

Area 6 - Resource Planning

If applicable, describe significant resource needs that should be addressed immediately, short term and long term. The Educational Master Plan, outcomes assessment reports and/or data analysis must provide reference information to support requested resources. If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.

6.1 *List human resources requirements. List titles in priority order. Identify how each position is needed to improve outcomes and/or student achievement.*

The CalWORKs program currently has the following staff:

- Director: Provides oversight and leadership for day-to-day operations of the CalWORKs program which include but not limited to, budget preparation and oversight, training of staff, collaboration with college support services to maximize resources and services to CalWORKs students, serve as a resource in maintaining communication with the college, regional and statewide administrators and staff to exchange information and resolve issues and conflicts, and act as resource to Antelope Valley College.
- (1) Educational Advisor: Provides guidance information related to college rules and regulations, policies and procedures; assists students in the enrollment application process, choosing classes and coordinating their Welfare-to-Work Plan to their career and educational goals; collaborate with college support services including Counseling, Admission and Records, Financial Aid, Office with Students with Disabilities, STAR,

and EOP&S to maximize resources and services to students. (Educational Master Plan, 2010; Program Review, 2008-2009)

- Technical Analyst: Provides computer technical support to staff and students, responsible for data collection and dissemination, evaluate and troubleshoot software processes, programs and issues; coordinates with AVC Information Technology (ITS) to ensure integrity and efficiency through system testing; write and perform queries and data analysis, interpret policies, rules and procedures; coordinate with ITS and various college departments to monitor, analyze, verify data and make corrections to ensure data integrity. (Educational Master Plan, 2010; Program Review, 2008-2009)
- CalWORKs Technician (2): Prepare and complete all CalWORKs documents and forms received from all county agencies and departments; verify student enrollment information; interview and advise students concerning their CalWORKs eligibility, interpret CalWORKs requirement procedures and other issues; prepare and maintain student data in the CalWORKs data base and AVC BANNER system; create student files and reports related to the student and other CalWORKs activities; coordinate communication with the Department of Public Social Services (DPSS) and Greater Avenues for Independence (GAIN); provide Case Management services to all new CalWORKs students; manage the CalWORKs front desk; answer phones and questions from students and general public about the AVC CalWORKs program and how to obtain county services from the GAIN or Welfare departments. (Educational Master Plan, 2010; Program Review, 2008-2009)
- Adjunct Counselor (s) (3) Assist CalWORKs students with the development of an Individual Educational Plan (IEP), including career goals, general education, major, transfer and college requirements; verify and approve course selection which are best suited for the student; provide guidance information related to college rules and regulations, policies and procedures; assist students in the enrollment application process, provide unofficial transcripts, interpret assessment results; provide articulation information and information regarding state colleges and universities (Program Review, 2008-2009)

ADDITIONAL STAFF NEEDED

- Educational Advisor: Will assist in providing CalWORKs students with guidance and information related college rules and regulations, policies and procedures; will assist students in the enrollment process and developing IEPs for them, conducting workshops on topics associated with student success and career planning; contact “at risk” students to help them with their barriers that is blocking their success in classes. (Educational Master Plan, 2010; Program Review, 2008-2009)

- The CalWORKs program will need (1) Job Developer: Who will assist students with finding employment on and off campus aligning them with employers in jobs that match educational goals.
- The CalWORKs program will need (3) Clerical personnel to assist with front desk operations, answering phones and meeting the public, managing student files and inquiries from outside agencies, and all other clerical duties associated with the CalWORKs program. (Educational Master Plan, 2010; Program Review, 2008-2009)

6.2 *List additional/updated technology resources needed to improve outcomes and student achievement. List needs in priority order. Explain how the resources will improve outcomes and/or student achievement.*

The CalWORKs program is for low income disadvantage students receiving a low fixed income from the government. These students' income barely allow them to live (a single mother with one child receives \$541.00 per month) therefore they do not have the basic funds to obtain or purchase items that would assist them with school. Relying on the county to provide them with resources such as home computers or other items is often met with much resistance from the county which can and does affect the student making satisfactory progress in classes. However providing the following equipment will make a big difference in the success of most CalWORKs students:

- High capacity printers (2) (Educational Master Plan, 2010; Program Review, 2008-2009)
- Laser color printer (1) (Educational Master Plan, 2010; Program Review, 2008-2009)
- Headsets for computers (10) (Educational Master Plan, 2010; Program Review, 2008-2009)
- Copier (1) (Educational Master Plan, 2010; Program Review, 2008-2009)
- Television monitor and computer to use for instructional information (1) (Educational Master Plan, 2010; Program Review, 2008-2009)

Providing CalWORKs student with access to this type of equipment will increase their opportunity to be successful in class and in life.

6.3 *List facilities/physical resources (remodels, renovations or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order.*

- The CalWORKs program requires appropriate office space to accommodate students with children. A large waiting room area is needed to avoid overcrowding when student arrive at the CalWORKs office with a stroller or other items associated with children. (OOs, fall 2012; Educational Master Plan, 2010; Program Review, 2008-2009)
- To enhance student success a computer lab with 10 or more computers,
- A conference room to host group workshops and to allow CalWORKs students to discuss issues affecting their lives, such as domestic violence. (OOs, fall 2012; Educational Master Plan, 2010; Program Review, 2008-2009)

- Office for CalWORKs Technicians to conduct Case Management Interviews and to provide a welcoming environment to ensure confidentiality. (OOs, fall 2012; Educational Master Plan, 2010; Program Review, 2008-2009)
- A guest office for outside agencies (DPSS, CCRC, County Fraud Investigator). There is a GAIN Liaison that is on site on a weekly basis, providing CalWORKs students with assistance that would require them to visit the GAIN office in Palmdale and perhaps missing classes or exams to do so. The county of Los Angeles has provided a complete computer system to provide the GAIN liaison with the ability to provide on-site services to the CalWORKs students. (OOs, fall 2012; Educational Master Plan, 2010; Program Review, 2008-2009)

6.4 Identify financial resources needed to improve outcomes and/or student achievement. List needs in priority order.

A stable state budget will allow the CalWORKs program to provide service CalWORKs students without interruption due to lack of funding in all the areas. The CalWORKs program is responsible for providing: Coordination, Work Study, Curriculum Development/Redesign and Job Placement and Job Development. If the GED program returns to Community Colleges, funding will be required to develop and redesign curriculum to ensure the success of the GED program.

6.5.1 Identify professional development resources needed to improve outcomes and/or facilitate student achievement. List needs in priority order.

Staff will continue to attend all state, county local and regional meetings to ensure they are receiving the most updated information on changes, process and procedures about the CalWORKs program. Staff is encouraged to attend courses in case management, Microsoft word, windows and various other office skills classes.

Attendance at the various state, counties, local and regional meetings will ensure the staff is providing the CalWORKs students with current information that will assist the student with obtaining their educational and career goals.

Area 7 - Recommendations and Comments

7.1 *List recommended changes to the Educational Master Plan to:*

- Meet student needs.
- Respond to learning and/or operational outcomes.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

Develop strategic plans that are inclusive of the whole campus and provide a clear vision on meeting campus goals that will align with the future demands of the students.

7.2 *What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?*

There is an inherent need for directions, templates and examples for department follow to help streamline the writing process of program review.