Santa Ana College
Template for Annual Division Planning (2012-2013)

1. Division Mission Statement

The purpose of the mission statement is to understand how the division supports the college mission, and in what way. The prompt questions are suggested to help frame the mission statement. (*Select appropriate questions*)

1. What is the purpose of the Division?
2. How does the Division support the college mission?
3. What instruction/services does your Division provide?
4. How is your Division serving students, staff, faculty and/or the community?
5. What opportunities or needs does your Division address?
6. If your Division ceased to exist today, what effect would this have on the college?
7. How do the instruction/services the Division provides meet your Division's purpose?
8. What does your Division plan to do to provide, produce, reduce, improve, or change to further its mission?

2. Division Characteristics and Trends

Describe the Division, the course offerings, and what data was reviewed to show trends that describe where the Division is going. For example, characteristics. Additionally, describe the Division's course/department and program offerings:

1. How current are course outlines in your Division?
2. What determinants are used by each department in your Division to create and improve curriculum?
3. What, if any, courses/curriculum have not been approved by CIC?
4. How do courses, in each department, articulate with or complement each other?
5. How appropriate are course pre-requisites, co-requisites, and if appropriate, advisories in terms of course content, SLO's and goals?
6. If appropriate, how do transfer and articulation agreements serve the needs of students enrolled in courses taught by faculty in the Division?
7. How are majors or career/technical certificates designed to meet the needs and goals of students enrolled in the courses and programs housed in the Division?
8. If appropriate, how are majors or career technical certificates designed to meet the needs and goals of employers? If appropriate, what are the core indicators for your program? (*for example, surveys, advisory committee recommendations*)
9. How do courses and programs in the Division relate to or interact with other courses and programs, on campus? (*cross listing, overlapping content, or shared resources*)
10. What institutional data exists to assist the Division in analyzing student demographics? (*for example, what are the student demographics for your Division*?)
11. How is this information used to improve the courses and programs?
12. What patterns, if any, exist in grading and retention?
13. What patterns, if any, exist in course and program completion?

14. What data has been gathered from students to determine their perceptions of the Divisions courses or programs?

15. What, if any, specific requirements in your Division affect student learning?

3. Trends

In what direction is the Division moving

1. How has the enrollment increased/decreased in the last six years?

2. To what can the increase/decrease be attributed?

3. What new or different services may be needed by students enrolled in your Divisions programs and courses?

4. What new or different curriculum content may be needed for courses and programs to keep them relevant?

5. How is technology affecting the delivery of services and course content in the Division?

4. Possible data elements (See Research Website)

- Enrollment (headcount, enrollment, WSCH, FTES, etc.)
- Course offering
- Demographics
- Fill Rate
- Success and Retention

3. Student Learning Outcomes (Appendix for core competencies)

What is the plan for continuous assessment of *course* student learning outcomes related to the core competencies?

1. What measures are used?

2. How consistent are the measures across different sections of the same course?

- What is the plan for continuous assessment of *program* student learning outcomes?

3. What measures are used?

- 2. How consistent are the measures across different sections of the same course?

4. What course or program changes have occurred as a result of assessed SLO outcomes?

5. If appropriate, how do the number, type, depth and breadth of the courses in the Division support program SLO's?

6. How do course size and scheduling patterns affect the assessment of SLO's?

4. Strengths and Challenges (Weaknesses)

Strengths

1. What strengths in course and program offerings have been identified?

2. What strengths in student demographics have been identified?

3. What strengths in classroom instruction have been identified?

Challenges

1. What challenges to course and program offerings have been identified?

2. What challenges in student demographics have been identified?

3. What challenges in classroom instruction have been identified?

4. If appropriate, what challenges in developing external relationships with the community have been identified?

5. What challenges in grading and retention have been identified?
6. What challenges in program and course learning outcomes have been identified?
7. What strategies have been developed to deal effectively with possible challenges faced by the Division?
8. What challenges in the use of technology have been identified?

5. Opportunities

1. What opportunities have been identified that may affect the growth or expansion of course and program offerings?

2. How does the Division plan to support the strategic directions of the college and the district?

Department Planning Template (Draft)

Mission Statement

1. State your Department's mission

A good mission statement should

    describe the purpose of your Department

    define the kinds of activities and/or services the Department provides

    describe the audiences or populations the Department serves

    describe how the Department fits into SAC

    describe how the Department's mission supports the college's mission

Department's Outcomes Statements (*Add form "C" when completing your annual plan*)

1. State the Department's student learning outcomes (SLO's). (for example, if your Department was completely successful, what would people served by the department be able to do, say, know, and/or value?)

2. What kinds of assessments has the department implemented to determine how well or how poorly the people served by the department are achieving these intended outcomes?

3. What changes or improvements has the department made to address the shortfalls in achievement that emerged from the most recent assessments of outcomes?

4. What are the overarching SLO's as they relate to the core competencies for your department?

Department's Characteristics

1. What kinds of courses, programs and/or services does the department provide?

2. What kinds of employees staff the department?

3. What kinds of audiences are served by the department (students, faculty, general public, etc.)?

4. Do the department's courses, programs, and/or services reflect current knowledge and practices? How do you know--what evidence leads to your conclusion?

Department's Trends

1. Using the data available discuss any increases or decreases that could affect the department's future plans. Compare the department's increases and decreases to the division's and college's increases and decreases. (*See District Research Website*)

a. Enrollment

i. Headcount

ii. Weekly Student Contact Hours (WSCH)

iii. Full-Time Equivalent Students(FTES)

iv. Other

b. Demographics of those served by the department

i. Age

ii. Gender

iii. Ethnicity

iv. First time-college attendee in family

v. Other

c. Full-Time Equivalent Faculty (FTEF) (formerly FTIE) and/ or Full-Time Equivalent Employees

d. Fill Rate for courses and offerings of the department

e. Success rates in courses as revealed in Grade Distribution Reports (if applicable)

i. Overall

ii. By age

iii. By gender

iv. By ethnicity

v. Other

f. Retention rates in courses (if applicable)

i. Overall

ii. By Age

iii. By gender

iv. By ethnicity

v. Other

g. Degrees and certificates awarded (if applicable)

i. Number of degrees awarded over the last six years

ii. Number of certificates of achievement awarded over the last six years

iii. Number of certificates (other) offered by the department

h. External tests and validations (e.g., licensing examinations, etc.)

i. Core indicators (for Career and Technical Programs)

Department's Strengths
1. What best practices does the department exhibit? What things does the department do best? How do you know [i.e., what evidence leads to your conclusion(s)]? Is there external validation for your conclusion(s)?

2. What strengths are identifiable in

a. Course success rates?

i. Overall

ii. By age

iii. By gender

iv. By ethnicity

v. Other

b. Course retention rates?

i. Overall

ii. By age

iii. By gender

iv. By ethnicity

v. Other

c. Program retention rates?

i. Overall

ii. By age

iii. By gender

iv. By ethnicity

v. Other
d. Number of degrees and certificates awarded?

e. Student or client satisfaction measures (if applicable)?
i. Overall

ii. By age

iii. By gender

iv. By ethnicity

v. Other
f. External relations with the community?

3. What strategies has the department developed to optimize its strengths?

Department's Areas for Improvement
1. Based on the analysis of the data, which department indicators of success need improving?

2. What strategies has the department developed to address these needed improvements?

3. What new programs, courses, and/or services, if any, should the department offer to improve?

Department's Opportunities
1. What opportunities outside the department could the department leverage to improve?

Department's Challenges
1. What are the biggest external threats or challenges the department faces?

2. What evidence do you have to support your conclusions

Department's 4-Year Strategic Directions (*This information should be included annually in the DPP but analyzed in depth in the Department's PA/PR*)
1. Identify the 4-year strategic direction(s) of the department. Describe what that would be like.

2. How does the department's plan address the SAC strategic directions (*See vision themes included in the SAC Strategic Plan*):

a. Literacy across disciplines

b. Eliminate economic barriers to student achievement

c. Increase transfer, progress/course completion, and employment rates for all students

d. Promote and sustain excellence in teaching and learning

e. Credit and non-credit articulation

f. Student use of technology

g. Innovation: Classroom efforts; Embrace scholarship, inquiry and love of learning; access/outreach

h. Community: attitude/motivation; community/family involvement; lifelong learning; healthful living

i. New American Community: Civic responsibility; Green efforts; integrated education; cross-disciplinary collaboration.

3. How does the department's plan support the strategic directions of other college-wide plans, if at all? (For example, facilities, technology, fiscal)

4. How does the current plan build upon recent department planning?

5. What new or different services may be needed by those served by the department? How do you know?

6. What impact will the increases and decreases in the trend elements have over the next 4-years?

Department's Planning Impact on Others
1. Which other departments or parts of the organization will be affected by the department's planning?

2. How will these other departments be affected?

3. What do they need to do to assist or accommodate the department's planning?

Department's Planning Participants
1. Who participated in developing this department plan?

_____
Additional Resources
Appendix A
Useful Links
Appendix B
Mission Statement and Core Competencies
Appendix C
Vision Themes of the SAC Strategic Plan
Appendix D (For capstone PA/PR report)
1. 19 QT
2. Direct SLO Assessment form