**Clovis Community College Unit/Program Plan 2024-2025 *Instructional Programs***

Department Unit/Program

Sub-disciplines included in the Unit/Program

1. **Description of the Unit/Program**

*(Brief description of the Unit/Program, including degrees & certificates, if applicable and how many full-time & part-time faculty/staff)*

* 1. *Overview of Program:*
  2. *Degrees & Certificates:*
  3. *Full-time & Part-time faculty/staff:*

1. **Status report on improvement goals from the prior Unit/Program Plan**

*(Brief description of the status of each improvement goal from question #7 of your prior Unit/Program Plan)*

|  |  |  |
| --- | --- | --- |
| **Improvement Goal** | **Status Check One:**  *Complete*  *In Progress*  *Abandoned* | ***Explanation of Status (Activities, Outcomes, or Reasons)*** |
|  | **Status Check One:**  *Complete*  *In Progress*  *Abandoned* |  |
|  | **Status Check One:**  *Complete*  *In Progress*  *Abandoned* |  |
|  | **Status Check One:**  *Complete*  *In Progress*  *Abandoned* |  |
|  | **Status Check One:**  *Complete*  *In Progress*  *Abandoned* |  |

1. **Report on activities that you are excited about or proud of that align with the College Strategic Plan goals and objectives.**

*(Identify Unit/Program’s contributions to TWO College Strategic Plan goals, objectives, or action steps. List completed activities/outcomes that support meeting these goals)*

* 1. *Strategic Plan or Objective:*

*Activity:*

* 1. *Strategic Plan or Objective:*

*Activity:*

1. **President’s Strategic Goal Focus 2024-2026: Increasing enrollment with a focus on African American, Latinx, Southeast Asian and LGBTQ+ students.**

# College Wide Enrollment by Affinity Group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2021-22** | | **2022-23** | | **2023-24** | |
|  | **Total** | **Percent of Total** | **Total** | **Percent of Total** | **Total** | **Percent of Total** |
| Total |  | 100.0% |  | 100.0% |  | 100.0% |
| African American Students |  |  |  |  |  |  |
| Latinx Students |  |  |  |  |  |  |
| Southeast Asian |  |  |  |  |  |  |
| LGBTQ+ |  |  |  |  |  |  |

* 1. Add number of students enrolled in unit/program courses by Affinity Group

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2021-22** | | **2021-23** | | **2023-24** | |
|  | **Total** | **Percent of Total** | **Total** | **Percent of Total** | **Total** | **Percent of Total** |
| Total |  | 100.0% |  | 100.0% |  | 100.0% |
| African American Students |  |  |  |  |  |  |
| Latinx Students |  |  |  |  |  |  |
| Southeast Asian |  |  |  |  |  |  |
| LGBTQ+ |  |  |  |  |  |  |

* 1. **Discussion on discipline-specific data on enrollment. What does your data tell you?**

1. **Provide an example of how at least one Program Learning Outcome (PLO) assessment has contributed or will contribute to unit/program improvements.**
2. **Unit Three-year Data Summary**
   1. **In addition to the data already analyzed in question #4, select other data available on the Data Dashboard for students in the program to determine gaps and to determine enhancements that would help with student success, paying particular attention to equity.**

*(Brief summary and analysis of unit projects and initiatives focused on equity data. Be prepared to discuss unit successes, areas in need of improvement, and improvement goals on specific populations for the upcoming year with your Administrator.)*

1. **Based on your review of your unit or program, please identify 3-5 improvement goals. (Please use the table below for your responses).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department Vision for the Future** | | | |
| **Areas in Need**  **of Improvement** | **Short-Term Improvement Goals (for the next 2 years)** | **Strategies to Address Areas in Need of Improvement** | **Connection to Strategic Planning Goals/Objectives (Site goal and objective**  **numbers)** |
| **Example:**  ***There is inconsistent teaching of reading strategies, which are essential to writing and critical thinking.*** | **Example:**  ***Increase the efficacy of teaching reading strategies for all faculty.*** | **Example:**  ***Provide professional development or coaching of reading strategies for more support for faculty, especially adjunct faculty.*** | **Example:**  ***2.1 Maintain focus on providing a quality education.*** |
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**FOR CTE DISCIPLINES ONLY:**

**8. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation (Title 5, Section 55003.b.4.)**

* 1. List the courses in your discipline that have prerequisites or corequisites.
  2. Record the projected date of approval by the Curriculum Committee which is required every two years under Title 5 Section 55003.b.4.

**9. Refer to latest Labor Market Information (LMI) report to answer the following questions:**

* 1. Does your program represent unnecessary duplication of other training programs and initiatives in the area?
  2. Provide short written comparative and trend analyses examining program and overall college trends for labor market data. Explain how your program meets

documented labor market demand.

* 1. Explain how your unit/program demonstrates effectiveness as measured by the employment and completion success of students.

Notes:

* CTE Mandated Report – required to submit a report every two years to stay in compliance
* UP Plan Report – required every two years to report on program and resource needs.
* Both reports need to be completed; however, information may be duplicated in both reports.
* Title 5, Section 55003.b.4: the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.