## Clovis Community College Unit/Program Plan 2022-2023 Instructional CTE Programs (Revised)

De	partment	
Uni	t/Program	
Suk	-disciplines included in the Unit/Program	
1.	<b>Description of the Unit/Program</b> (Brief description of the Unit/Program, including degrees & certificates, if applicable and how many full-time & part-time faculty/staff)	
2.	Status report on improvement goals from the prior Unit/Program Plan (Brief description of the status of each improvement goal cited in the prior Unit/Program Plan.)	
3.	Status report on the Unit/Program's contribution to the College Strategic Plan Goals and Objectives (Identify Unit/Program's contributions to TWO institutional goals <u>OR</u> to TWO College Strategic Plan goals, objectives, or action steps. List complete activities/outcomes that support meeting these goals.)	ted

## 4. President's Strategic Goal Focus 2022-2024: Increasing course completion & student persistence (Fall to Spring) with a focus on African American and Latinx Students

a. College Wide Course Success by Ethnicity

	2019-20		2020-21		2021-22	
	Total	Percent of Total	Total	Percent of Total	Total	Percent of Total
Total		100.0%		100.0%		100.0%
African-American Students						
Latinx Students						

<sup>\*</sup> NOTE 1: Success indicates a student completed a class with a passing grade

b. College Wide Student Persistence by Ethnicity (Fall to Spring)

	2019-20		2020-21		2021-22	
	Total	Percent of Total	Total	Percent of Total	Total	Percent of Total
Total		100.0%		100.0%		100.0%
African-American Students						
Latinx Students						

<sup>\*</sup> NOTE 2: Persistence (Fall to Spring) indicates a first-time, full-time student successfully completes in a Fall term and enrolls in the following Spring term

## c. Unit/Program Course Success by Ethnicity

d. Add number of students enrolled/add number of students enrolled in the course by those groups identified

	2019-20		2020-21		2021-22	
	Total	Percent of Total	Total	Percent of Total	Total	Percent of Total
Total		100.0%		100.0%		100.0%
African-American Students						
Latinx Students						

<sup>\*</sup> NOTE 3: Success indicates a student completed a class with a passing grade

e. Unit/Program Student Persistence by Ethnicity (Fall to Spring)

	2019-20		2020-21		2021-22	
	Total	Percent of Total	Total	Percent of Total	Total	Percent of Total
Total		100.0%		100.0%		100.0%
African-American Students						
Latinx Students						

<sup>\*</sup> NOTE 4: Persistence (Fall to Spring) indicates a first-time, full-time student successfully completes in a Fall term and enrolls in the following Spring term

	f.	Di	iscussion on discipline-specific data on <u>course completion &amp; student persistence</u> . What does your data tell you?
5.			le an example of how at least one Institutional Learning Outcome (ILO) and/or Student Learning Outcome (SLO) assessment has contributed or will bute to unit/program improvements.
6.	Ur	nit T	hree-year Data Summary
		a.	Select data available on the Data Dashboard for all students in the program to determine gaps and to determine enhancements that would help with student success, paying particular attention to equity.
		-	summary and analysis of unit <u>projects and initiatives</u> focused on equity data. Be prepared to discuss unit successes, areas in need of improvement, and vement goals on specific populations for the upcoming year with your Administrator.)
	7.	lm	provement Goals
		a.	Develop a department vision for the future. Please use the Table below for your responses.
		b.	Describe/list three to five short-term improvement goals for the next two years based on data analysis in questions 4 and 5. Please use the Table below for your responses.
		c.	Potential projects and activities to meet short-term improvement goals described/listed in 7a. Please use the Table below for your responses.
		d.	Cite connections to strategic planning goals and objectives. Please use the Table below for your responses.

Areas in Need	Short-Term Improvement Goals	Strategies to Address Areas in	Connection to Strategic
of Improvement (7)	(for the next 2 years) (7b)	Need of Improvement (7c)	Planning Goals/Objective
			(Site goal and objective
			numbers) (7d)
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## **Additional Questions for CTE Disciplines**

Q	Policies for Prerequisites	Corequisites and Advisories	on Recommended Prenara	tion (Title 5. Section 55003.b.4.)	

a. List the courses in your discipline that have prerequisites or corequisites.

b. 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:
a.	Does your program represent unnecessary duplication of other training programs and initiatives in the area?
b.	Provide short written comparative and trend analyses examining program and overall college trends for labor market data. Explain how your program meets a documented labor market demand.
c.	Explain how your unit/program demonstrates effectiveness as measured by the employment and completion success of students.
Notes:	<ul> <li>CTE Mandated Report – required to submit a report every two years to stay in compliance</li> <li>UP Plan Report – required every two years to report out on program and resource needs.</li> <li>Both reports need to be completed; however, information may be duplicated in both reports.</li> <li>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.</li> </ul>