Assessing student achievement for Cedar Valley College (CVC) begins with strategic planning that is aligned to our college mission and continues through to program review on an annual basis. The CVC college Purpose/Vision and Mission is as follows:

**Purpose:** to ensure Southern Dallas County is vibrant, growing and economically viable for future generations.

**Mission:** transform lives through teaching and learning for every student, every place, and every time.

Towards meetings our purpose and mission, CVC has also aligned our plans, major initiatives, and performance measures to the Texas Higher Education Strategic Plan, 60x30TX, which focuses on the common goal to help students achieve by striving for 60 percent of the 25- to 34-yearold Texas population to hold a certificate or degree by 2030. This is one of CVC’s five strategic priorities for the college. The other priorities align with our [Dallas County Community College District Strategic Priorities](#). Each is summarized below.

**MEET THE GOALS OF 60X30TX** - Provide annual assessments of progress on the achievement of certificates, degrees, and marketable skills and on reducing student debt.

**IMPACT INCOME DISPARITY THROUGHOUT OUR COMMUNITY** - Target underserved communities and individuals without reach strategies aligned with cultural contexts. Demonstrate the necessity and value of DCCCD education for living wages and careers. Provide education and scholarship support for skills development for high demand jobs including short-term training options leading to longer term career development. Strengthen the education pipeline through engagement with parents, students, school districts, community organizations, universities, and employers.

**STREAMLINE NAVIGATION TO AND THROUGH OUR SYSTEM AND BEYOND** - Design and implement student-centric guided pathways linking K-12, DCCCD, universities, and employers. Create consistency in information and processes. Remove barriers to participation and persistence.

**IMPLEMENT THE INTEGRATED HIGHER EDUCATION NETWORK** - Invest in technology and software support. Re-design and staff organizational structures to support the network. Remove barriers to network deployment including assessing short term and long term facility needs. Attract, develop, and retain a high quality, diverse staff. Reward performance within the network at the individual and organizational level.

Cedar Valley College
Prepared by Planning, Research, and Institutional Effectiveness

The table below allows you to access each CVC plan and major initiative/project as well as a quick look at outcomes and analysis to date for each while a summary that combines all plans is available here in the CVC Comprehensive Plan.

CVC Plans, major initiatives/projects

<table>
<thead>
<tr>
<th>Plans, Initiatives, and Projects</th>
<th>Outcomes and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Educational Plan</td>
<td>In Progress</td>
</tr>
<tr>
<td>Game Changer projects</td>
<td>GC – Outcomes and analysis</td>
</tr>
<tr>
<td>Marketing and Recruitment Plan</td>
<td>Included directly in the plan</td>
</tr>
<tr>
<td>Retention and Completion Plan</td>
<td>Included directly in the plan</td>
</tr>
<tr>
<td>Master Plan – Chapter 1(^2)</td>
<td>TBD</td>
</tr>
<tr>
<td>Continuous Process Improvement projects link currently unavailable</td>
<td>In Progress</td>
</tr>
<tr>
<td>Performance Measures (2016-17)</td>
<td>All shown below</td>
</tr>
<tr>
<td>Performance Measures (2015-16)</td>
<td></td>
</tr>
<tr>
<td>Program Review 1(^3)</td>
<td></td>
</tr>
<tr>
<td>Program Review 2</td>
<td></td>
</tr>
<tr>
<td>Program Review 3</td>
<td></td>
</tr>
<tr>
<td>Program Review 4</td>
<td></td>
</tr>
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<td>Program Review 5</td>
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<td>Program Review 6</td>
<td></td>
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<td>Program Review 7</td>
<td></td>
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<td>Program Review 8</td>
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<td>Program Review 9</td>
<td></td>
</tr>
<tr>
<td>Program Review 10</td>
<td></td>
</tr>
<tr>
<td>Program Review 11</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) National Student Clearinghouse (NSC) Completion Rate is also used to gauge student achievement. Our baseline data shows 36.5% as a completion rate.

\(^2\) – Chapter 1 includes the table of contents to show other components of the master plan, which is primarily for internal planning purposes and therefore not publicly available.

\(^3\) – Additional data is available to Executive Academic Deans and Program Coordinators for each program which is used for internal purposes to disaggregate the date even further (i.e. by instructor) and is not suitable for public dissemination.

In addition to using goals and targets set forth by the state to help us identify our own goals and targets, we have also used data from peer institutions as well as our own previous performance to inform our goals and targets. Finally, we have also looked at national marks for institutions with high minority populations to gauge our success, especially as it relates to earning awards (degrees and certificates).
While complete plans, major projects, and performance measures, along with outcomes and analysis are accessible from the table above, below is extracted information from each which are particularly pertinent to student achievement.

**Student Achievement – Specific Outcomes and Analysis**

**Game Changers**

The conditions of satisfaction for the 11 Game Changer Projects focus on degrees and certificates annually, fall-to-fall retention rate for first time in college (FTIC) students, and time to graduation for full-time FTIC students. Interim outcomes and analysis show

1. 1,597 awards earned in FY2018 which exceeds our minimum goal of improvement (up from 13-23 in FY2017) and our target of 1,475,
2. the FTIC fall to fall retention rate for full-time students was 54% as of FA17 (121 out of the 226 in the FA16 cohort either completed or returned as of FA17) which meets our minimum goal of improvement (up from 44% the prior year) but is not yet at our target of 65%, and
3. 15% of the FA15 FTIC full-time students graduated within 3 years (59 of 399 FA13 cohort students graduated by August 31, 2016) which meets our minimum goal of improvement (up from 9% the previous year) but is not yet at our target of 25%. Please note data is official data pulled from IPEDS reports. As such, reporting years are as recent as is available.

**Performance Measures**

Specific progress in the areas of awards (degrees and certificates), gainful employment, transfers, course completion, retention, and developmental education are measured as part of the performance measures for performance funding. Minimally, we aim to increase our points in each area on an annual basis. Our target is to improve our proportion of points relative to other DCCCD colleges as our performance funding depends on our relative performance.

The data shows that we are slightly down in awards and gainful employment for students obtaining associates, but the decrease is somewhat offset by the +9% increase in the number of students transferring to four-year colleges. In all other areas, positive results are seen: more students are meeting testing requirement to enter college level courses rather than completing all developmental courses -- reading (+7%), writing (+2%), and math (+51%); a higher number of students are returning year to year as is evidence by the percentage of students meeting credit hour thresholds of 15 credits (13%), 30 credits (+12%), and 45 credits (+9%); more students completing certificates are gainfully employed (+29% - limited data available for all students); and more students are completing courses (+10%). The data is also disaggregated to hone in on the progress of our focus populations (non-traditional students over age 24, minority students, low-income students, and veterans). As seen with the plans and projects, there are numerous initiatives aimed at improving in areas of decline and adding to increases in areas of positive results. For example, there is a Game Changer...
project aimed at becoming THE recognized provider for education of veterans, there is also a Game Changer focused on awareness of articulation plans with 4-year colleges, and similarly there is a Game Changer to market accelerated degree/certificate programs for working adults.

Furthermore, our percentage of performance funding has increased over previous years.

**Performance Points Two-Year Comparison**

**Degrees and Certificates** – Increase awards overall and for focus populations.

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Degrees</td>
<td>1,449</td>
<td>1,304</td>
<td>-145</td>
</tr>
<tr>
<td>Certificate 1</td>
<td>831</td>
<td>673</td>
<td>-158</td>
</tr>
<tr>
<td>Certificate 2</td>
<td>19</td>
<td>14</td>
<td>-5</td>
</tr>
<tr>
<td>Critical Fields</td>
<td>236</td>
<td>258</td>
<td>22</td>
</tr>
<tr>
<td>Focus Population: &gt; 24 Years of Age</td>
<td>1,083</td>
<td>834</td>
<td>-249</td>
</tr>
<tr>
<td>Focus Population: Ethnic Minority</td>
<td>963</td>
<td>859</td>
<td>-104</td>
</tr>
<tr>
<td>Focus Population: Low-Income</td>
<td>480</td>
<td>441</td>
<td>-39</td>
</tr>
<tr>
<td>Focus Population: Veteran</td>
<td>113</td>
<td>86</td>
<td>-27</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>2,639</td>
<td>2,220</td>
<td>-419</td>
</tr>
</tbody>
</table>

**Gainful Employment** – Increase the number of students gainfully employed.

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>321</td>
<td>292</td>
<td>-29</td>
</tr>
<tr>
<td>Certificate</td>
<td>309</td>
<td>399</td>
<td>90</td>
</tr>
<tr>
<td>Marketable Skills Ac</td>
<td>3</td>
<td>2</td>
<td>-1</td>
</tr>
</tbody>
</table>

**Transfers** – Increase the number of students overall and in our focus population who transfer to a four-year college.

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers to 4-Year after 15 SCH</td>
<td>747</td>
<td>771</td>
<td>24</td>
</tr>
<tr>
<td>Transfers Into Critical Fields</td>
<td>127</td>
<td>399</td>
<td>272</td>
</tr>
<tr>
<td>Transfer of Focus Population: &gt; 24 Years of Age</td>
<td>309</td>
<td>311</td>
<td>2</td>
</tr>
<tr>
<td>Transfer of Focus Population: Ethnic Minority</td>
<td>606</td>
<td>670</td>
<td>64</td>
</tr>
<tr>
<td>Transfer of Focus Population: Low-Income</td>
<td>211</td>
<td>243</td>
<td>32</td>
</tr>
<tr>
<td>Transfer of Focus Population: Veteran</td>
<td>33</td>
<td>42</td>
<td>9</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>1,159</td>
<td>1,266</td>
<td>107</td>
</tr>
</tbody>
</table>
**Course Completions** – Increase the number of courses completed overall and by our focus populations.

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Completions</td>
<td>24,625</td>
<td>27,163</td>
<td>2,538</td>
</tr>
<tr>
<td>Critical Fields Completions</td>
<td>6,620</td>
<td>7,895</td>
<td>1,275</td>
</tr>
<tr>
<td>Focus Population: &gt; 24 Years of Age</td>
<td>11,399</td>
<td>10,528</td>
<td>-871</td>
</tr>
<tr>
<td>Focus Population: Ethnic Minority</td>
<td>17,985</td>
<td>19,125</td>
<td>1,140</td>
</tr>
<tr>
<td>Focus Population: Low-Income</td>
<td>8,000</td>
<td>8,017</td>
<td>17</td>
</tr>
<tr>
<td>Focus Population: Veteran</td>
<td>1,287</td>
<td>1,097</td>
<td>-190</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>38,671</td>
<td>38,767</td>
<td>96</td>
</tr>
</tbody>
</table>

**Retention** – Increase the number of students returning to us as is evidenced by the accumulation of credits (15, 30, and 45).

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 SCH Completed</td>
<td>1,265</td>
<td>1,424</td>
<td>159</td>
</tr>
<tr>
<td>30 SCH Completed</td>
<td>787</td>
<td>884</td>
<td>97</td>
</tr>
<tr>
<td>42 SCH Completed</td>
<td>615</td>
<td>669</td>
<td>54</td>
</tr>
</tbody>
</table>

**Developmental Education** – increase the number of students overall and in our focus populations who are college ready.

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met TSI Standards in Math</td>
<td>174</td>
<td>293</td>
<td>119</td>
</tr>
<tr>
<td>Met TSI Standards in Math - 25+</td>
<td>82</td>
<td>105</td>
<td>23</td>
</tr>
<tr>
<td>Met TSI Standards in Math - Ethnic Minority</td>
<td>142</td>
<td>234</td>
<td>92</td>
</tr>
<tr>
<td>Met TSI Standards in Math - Low-Income</td>
<td>70</td>
<td>109</td>
<td>39</td>
</tr>
<tr>
<td>Met TSI Standards in Math - Veteran</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>302</td>
<td>456</td>
<td>154</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY2015</th>
<th>FY2016</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met TSI Standards in Reading</td>
<td>85</td>
<td>115</td>
<td>30</td>
</tr>
<tr>
<td>Met TSI Standards in Reading - 25+</td>
<td>40</td>
<td>21</td>
<td>-19</td>
</tr>
<tr>
<td>Met TSI Standards in Reading - Ethnic Minority</td>
<td>70</td>
<td>99</td>
<td>29</td>
</tr>
<tr>
<td>Met TSI Standards in Reading - Low-Income</td>
<td>46</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>Met TSI Standards in Reading - Veteran</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>156</td>
<td>167</td>
<td>11</td>
</tr>
</tbody>
</table>
Every year, the leadership of Cedar Valley College conducts a credit program review for the academic year. The review helps the leadership to view growth trends of the disciplines and programs offered by the College.

The Planning, Research, and Institutional Effectiveness (PRIE) team prepares reports to help the Executive Cabinet make informed decisions on the courses and programs offered by the college. PRIE provides an initial quantitative rating for each Program/Discipline. Academic division Executive Deans in collaboration with Program Coordinators provide additional input and may adjust ratings based on supplemental data. Additionally, they collaborate to address the Program/Discipline Review Qualitative Analysis. Presentations by division are then made to the President’s Cabinet to offer input into course and program decisions.

Quantitative data includes
1) Headcount, enrollment, contact hour, distance learning, and dual-credit/early college high school trends;
2) Declared programs of study trend;
3) Student and faculty demographic trends;
4) Cost and reimbursement trends; and
5) Completion, successful completion, and awards trends.

All measures show the academic year trend beginning 2013-14 through 2017-18. Graphical overviews of each Program/Discipline are provided at the beginning of each program/discipline section and are followed by detailed tables displaying the data at varying levels of aggregation. Included are the Cedar Valley College data as a whole, as well as division-level data. The qualitative analysis academic division Executive Deans and Program Coordinators complete is as follows:

<table>
<thead>
<tr>
<th>Met TSI Standards in Writing</th>
<th>95</th>
<th>110</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met TSI Standards in Writing - 25+</td>
<td>49</td>
<td>32</td>
<td>-17</td>
</tr>
<tr>
<td>Met TSI Standards in Writing - Ethnic Minority</td>
<td>78</td>
<td>94</td>
<td>16</td>
</tr>
<tr>
<td>Met TSI Standards in Writing - Low-Income</td>
<td>48</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>Met TSI Standards in Writing - Veteran</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Focus Population Total</td>
<td>177</td>
<td>181</td>
<td>4</td>
</tr>
</tbody>
</table>
Cedar Valley College Instructional Program/Discipline Review
Qualitative Analysis

1. Summarize the conversation and review sessions you have had concerning the 2017-08 Program/Discipline review data with program coordinators and/or lead faculty.

2. What strengths and/or challenges did you identify and how can we build on any strengths as well leverage them to address any challenges? **Be sure to address trends in enrollment, completion, successful completion, and any applicable awards.**

3. How does the enrollment and student success at the division and program levels compare to our goals and targets as well as to the data at peer institutions? **Be sure to reiterate goals and targets in your response.**

4. Are our diverse student populations participating and succeeding at the same rate and if not, why not?

5. What professional development might empower faculty and staff?

6. Do you need additional faculty/staff and how do the data show that?

7. Please provide a summary of the result of program/discipline action plans from last year. Also, describe your new action plan below and be sure to include how results from last year’s action plan along with the most recent data guided the creation of your new action plan.

8. Please list your new goals and targets for 2018-19. In order to meet SACSOC requirements, all goals must be SMART goals and there must be a rational for how goals and targets were selected. To align with CVC strategic priorities, a minimum of 1 goal is required in the following areas 1) enrollment, 2) course completion/successful completion, and 3) awards if applicable.

The quantitative outcomes and analysis are shown in the table below.
## Quantitative Analysis – [Program/Discipline Name]

<table>
<thead>
<tr>
<th>Measure</th>
<th>Method</th>
<th>Max Points</th>
<th>Trends</th>
<th>Other Considerations or Data Sources</th>
<th>Adjustment in Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (headcount or contact hours)</td>
<td>Duplicated headcount or contact hours</td>
<td>22</td>
<td>Growing or High (16-22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (8-15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>Any grade other than W</td>
<td>10</td>
<td>Growing or High (8-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (4-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Completion</td>
<td>A, B, C grades</td>
<td>22</td>
<td>Growing or High (16-22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (8-15)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Effectiveness</td>
<td>Instructional salary costs compared to tuition and reimbursement</td>
<td>10</td>
<td>Growing or High (8-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (4-7)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards</td>
<td>Disciplines can use applicable AA or AS awards for CVC</td>
<td>27</td>
<td>Growing or High (19-27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (10-18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other – e.g. diversity, declared programs of study</td>
<td>e.g. Increasing gender representation in certain fields, greater declared programs of study</td>
<td>9</td>
<td>Growing or High (7-9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Varied (4-6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Declining or Low (0-3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ranges: Growth/High (74-100), Varied/Mixed (33-73), Decline/Low (0-32)
<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
<th>Cost</th>
<th>Effect.</th>
<th>Awards</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>18</td>
<td>7</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>Anthropology/Sociology</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>11</td>
<td>6</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>19</td>
<td>3</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>18</td>
<td>6</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Business/Marketing/Management</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>18</td>
<td>6</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>21</td>
<td>8</td>
<td>16</td>
<td>7</td>
<td>18</td>
<td>6</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Commercial Music</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>2</td>
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As seen, programs were rated as high as 84 (Physical Education) to as low as 33 (Computer Information Technology). Accordingly, zero programs were “low/declining”. Most programs were in the middle category, while just 2 were in the “high/growing” categories. In combination with the
quantitative analysis, the qualitative analysis helps inform the development of specific targets and action plans by programs.