Readers Form/Division Summary Draft

| Readers Assigned - see font colorIdentify who will be primary & secondary reader for each program | Division | Programs ReadEach Reader: Identify the programs you have completed reading |
| --- | --- | --- |

The goal for this reading document is to prepare to meet with the Deans for identifying Division priorities and completing the Division Summary. IMPORTANT: **Decide who will send the link for the finalized form to Nadiyah Taylor and your assigned Dean by January 23rd at 5pm.**

There are 4 sections to the reading form – please make sure all 4 are completed prior to meeting with the Deans

1. Accomplishments
2. Challenges
3. Possible evidence for future accreditation cycles (this won’t be part of the division summary)
4. Priorities
5. **Each reader:**
	1. Read through your assigned reviews, based on if you are the first or second reader for the program
	2. **First reader**:
	3. Write program notes about accomplishments and challenges from the reviews that you read (by program)
6. **Second reader:**
	1. Edit the 1st reader’s notes for clarity and removing repetitive items
	2. Review the notes, identifying common themes that emerge across programs; put in the “overarching themes” section of this document (for both accomplishments and challenges)
7. **Each reader**: Go to the Section C and follow the directions there

**Section A: Accomplishments & Notable Items**

Overarching Themes: Accomplishments Section

Program Specific Notes (List them alphabetically by program)

**Section B: Challenges and Needs**

Overarching Themes: Challenges/Needs Section

Program Specific Notes (List them alphabetically by program)

**Section C: Possible evidence for accreditation**

Highlight **only** programs identified as being exceptional examples for accreditation (not part of the Division Summary, just for accreditation documentation)

| ACCJC Standard | Program Name | Page & Section where evidence is located |
| --- | --- | --- |
| Equity work happening at the program level |  |  |
| Identifying how the work of the program supports the college mission |  |  |
| Use of SLOs in planning and updating course work |  |  |
| Use of student feedback in planning and updating of program or course work |  |  |
| Use of disaggregated data to make changes in courses or programs |  |  |

**Section D: Priorities and Recommendations**

## List of Universal needs/priorities - identified by all or most Programs in the Division

* 1. Quick fix (Can be done now or soon; may take little/no extra resources)
	2. Interim (more work required but can be done within the academic year)

### Structural process (longer-term work to be done to "resolve")

# List of Program needs - identified by only one or a few Programs, but still needs consideration

* 1. Quick fix (Can be done now or soon; may take little/no extra resources)

## Interim (more work required but can be done within the academic year)

### Structural process (longer-term work to be done; research and investigation required to "resolve")