Department/Unit Name:	Department/Unit Contact:
Department/Unit Dean or Supervisor:	**Date of Last Comprehensive Program Review:**

Introduction and Instructions

Annual unit planning forms a bridge between the goals and recommendations documented in Comprehensive Program Review and the college's annual resource prioritization and allocation process. This process helps departments (and the college as a whole):

- make better decisions based on data and documented needs
- link resources to program goals and activities
- create institutional memory and evidence of continuous improvement.

Please note that if your department submits requests for resources, your Annual Unit Plan (AUP) will be used by the prioritization committee(s) to help provide context and rationale for the request. **To complete the AUP, answer the questions below, thoughtfully and succinctly, with consideration for how your department supports fulfillment of the Grossmont College mission statement**:

> Grossmont College provides an exemplary higher education learning environment through comprehensive and innovative instructional programs and student support services.
>
> By advancing equity and inclusion, we prepare our diverse student population to lead and engage with local and global communities.
>
> We fulfill our mission by providing the people of East San Diego County with:
> - Associate/transfer degrees and certificate programs
> - Career education and workforce development
> - Preparation for collegiate success
> - Exploration of academic and career options
> - Lifelong learning opportunities

INTRODUCTORY SECTION: MISSION

0.1   **Does your department have its own mission/purpose statement that aligns with the institutional mission? (You may have done this work during your previous Comprehensive Program Review.)**
  ☐ No (You may wish to consider adding this as a new goal for this year in Section 4)
  ☐ Yes (Please list below)

SECTION ONE: CHANGES IN THE PAST ACADEMIC YEAR

1.1   **In the past academic year, has the mission/purpose of your department changed?**
  ☐ No
  ☐ Yes (Please describe below)

  Briefly (300 words or less) explain any changes to the mission/purpose of your unit.

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1.2   **In the past academic year, has your department had any major programmatic changes, including major changes in an effort to increase student success and equity (e.g., adding or deleting degree/certificate programs, significant changes to course offerings, shift in course schedules or modalities, etc.)?**

☐ No

☐ Yes (Please describe below)

> *Briefly (300 words or less) explain any major programmatic changes to your unit.*

1.3   **In the past academic year, has your department had any significant changes in staffing (i.e., new hires, retirements, (e.g., new hires, retirements, sabbaticals, changes in reassigned time, etc.)?**

☐ No

☐ Yes (Please describe below)

> *Briefly (300 words or less) explain any changes in your unit's staffing.*

1.4   **In the past academic year, has your department had any significant changes to its existing facilities or shifts in its facility needs (i.e., new buildings, classroom reconfigurations, construction impacts, scheduling changes, etc.)?**

☐ No

☐ Yes (Please describe below)

> *Briefly (300 words or less) explain any changes to your unit's facilities or facility needs.*

1.5   **If you answered yes to any of the questions above, what implications might the changes described above have for your department's planning over the next 1-3 years?**

> *Briefly (400 words or less) reflect on the planning implications of any factors noted above*

SECTION TWO: PROGRESS TOWARDS EXISTING GOALS

2.1   **Grossmont College has built the goal of achieving educational equity[1] into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your department begun to support this institutional goal (e.g., departmental discussions on disaggregated data; implementation of equity-focused best**

---

[1] **Educational equity** is not the same as equality. In decisions regarding educational equity we must consider: 1) **Access**- equal opportunity to gain entry to services; (2) **Process**- a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance; and (3) **Outcomes**- all students are provided educational experiences that ensure the achievement of certain uniform goals and objectives.

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practices; participation in the 12 Gateway project; equity-focused changes in curriculum or scheduling, etc.)?

> *Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

2.2   **In the past year, what progress has your department made towards recommendations / goals from your most recent Program Review or other stated departmental goals?**

Goal Name/Description:
Status: ☐ Not yet started   ☐ On hold
              ☐ In progress   ☐ Complete
Comments:
> *Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

Goal Name/Description:
Status: ☐ Not yet started   ☐ On hold
              ☐ In progress   ☐ Complete
Comments:
> *Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

Goal Name/Description:
Status: ☐ Not yet started   ☐ On hold
              ☐ In progress   ☐ Complete
Comments:
> *Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.*

> *NOTE: Your department may have more than three goals. Please copy & paste the prompts above as needed in order to document progress on all of your goals and recommendations.*

2.3   **What factors have supported or hindered progress towards the goals described in questions 2.1 and 2.2?**
> *Use this field to provide a brief (150 words or less) progress update, or attach additional documents as needed to provide context.*

2.4   **What implications might your unit's progress towards its goals have for your department's planning over the next 1-3 years?**
> *Briefly (400 words or less) reflect on the planning implications of any factors noted above*

SECTION THREE: REFLECTION ON STUDENT LEARNING, ACHIEVEMENT, & EQUITY

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3.1   **What SLOs/PSLOs did your department assess during the prior academic year?**

> *List below (or attach a list).*

3.1.2   **The results of your assessments need to be uploaded in TracDat/Nuventive Improve twice per year. Please indicate if you have completed the upload by the following dates.**

☐ February 15 (for fall data)   ☐ September 15 (for spring data)

3.2   **A. What observations or patterns emerged from your department's analysis of its SLO and PSLO assessment results?**

> *Briefly (400 words or less) reflect on any trends in your analysis of outcomes assessment results. Provide an overview of your findings, and describe what action(s) your department will take, or is taking now, in response to these results.*
>
> *Examples:*
> *Trends in results themselves (recurring issues with a question or a prompt; misinterpretations of assignments; quizzes that seem easily passed on a regular basis; other recurring successes or failures with methods or instruments)*
> *Observations about pedagogical effects on SLO results*
> *Patterns in faculty responses or approaches to assessments that may result in department goals*
> *Any patterns that require curriculum changes, unit changes, etc.*
> *Comparisons noted between online and face-to-face sections*
> *Comparisons noted between demographics of students*
> *Trends in organizational structures or department structures that impact results*
> *Etc.*

B. Closing the Loop: What actions is your department taking in response to these results?

> *Use this field to provide a brief (150 words or less) summary of your next steps, or attach additional documents as needed.*

3.3   **A. What observations have emerged from your department's analysis of other disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester to semester persistence rates, etc.) related to your department's mission?**

> *Briefly (400 words or less) reflect on any trends noted in your unit's analysis of its data, noting any potentially negative or disproportionate impacts for any groups of students. Data sources could include recent program review data, data from the Program Review Dashboard in the Reports server, data from the RPIE dashboards, etc. Feel free to contact the CPIE Office for additional assistance.*
>
> ***Notes:***
> ● *Please specify what datasets or reports you considered and how the results were disaggregated for populations relevant to the mission of your department – for example, by race/ethnicity, gender, age, etc.; by program, service, etc. (attach a screenshot or Excel file if easier).*

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> - *If you offer instruction in both online and face-to-face modalities, please note any patterns or trends that emerge when you disaggregate results.*

B. Closing the Loop: What implications might the observations noted in question 3.4A have on your department's planning over the next year? What actions might your department take in the next year?

> *Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.3A.*

3.4   **A. How/When has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?**

☐   No (If you checked No, indicate how/when will you explore this issue?)

☐   Yes (Please describe below)

> *Briefly (300 words or less) describe how your department engages in dialogue around the identification and elimination of barriers to student equity.*

B. Closing the Loop: What implications might the information noted in questions 3.4A have on your department's planning over the next year? What actions might your department take in the next year to address barriers to student equity?

> *Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.4A.*

SECTION FOUR: CURRICULUM REVIEW AND PLANNING

4.1   Please provide the following information about your official course outlines (CORs).

Total number of active CORs for the discipline(s) in your area _____
Total number of CORs between one and three years old_____
Total number of CORs between four and five years old _____
Total number of CORS over five years old*_____
*Note: CORs are updated in the 5th year for submission and reviewed in the 6th year.

4.2   Upload your Curriculum Review/SLO Assessment Plan here (A template will be provided by the SLO Coordinator)

SECTION FIVE: OTHER PLANNING CONSIDERATIONS

5.1   In the upcoming academic year, do you anticipate any other significant changes not already addressed in Sections 1-3 above?

☐   No

☐   Yes (Please describe below)

> *Briefly (300 words or less) explain any anticipated changes not previously addressed.*

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5.2 Considering your responses in Sections 1-3, are there any overarching trends or implications that might affect your department's planning over the next 1-3 years?
　☐　No
　☐　Yes (Please describe below)

> *Briefly (300 words or less) explain any overarching trends that might affect planning.*

5.3 Considering your responses in Sections 1-3 and questions 4.1 - 4.3 above, does your department need to add or edit any of its goals?
　☐　No
　☐　Yes (Please describe below)

New Goal:
Links to the following Strategic Priorities or Institutional Plans:
　☐　Outreach
　☐　Engagement
　☐　Retention
　☐　Institutional Capacity
　☐　Student Equity Plan
　☐　Other (please describe below)

Comments:
> *Use this field to provide a brief (150 words or less) explanation of how this goal supports the Strategic Priorities selected above.*

SECTION SIX: RESOURCE REQUESTS

6.1 Based on the information entered in Sections 1-4, what resources does your department need in order to make continued progress towards its goals and/or address planning implications?

　☐　Faculty Staffing
　☐　Classified Staffing
　☐　Facilities
　☐　Instructional Technology
　☐　Professional Development
　☐　Research and/or data analysis
　☐　Other needs not covered by current budget (i.e., budget augmentation request)

6.2 For each resource type selected in section 5.1, please complete a corresponding request form. Attach a copy of the completed request form to the end of this AUP form.

Resource Type	Request Form	Requests Prioritized By
Faculty Staffing	*Link*	Faculty Staffing Prioritization Committee
Classified Staffing	*Link*	Classified Staffing Prioritization Committee
Facilities Project Request[1]	*Link*	Facilities Committee
Instructional Technology	*Link*	Technology Committee

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Professional Development	*Link*	Professional Development Committee
Research and/or Data Analysis	*Link*	CPIE and/or PIEC

[1] *All Facilities Project Requests (FPR) <u>must be preceded by a Feasibility Review</u>. The Feasibility Review must be submitted by Deans/Supervisors to the Director of District/Campus Facilities/Operations/Maintenance, Loren Holmquist by June 1st. See Section One of the Facility Project Request (FPR) form for more information. A Facilities Project Request cannot be submitted with the Annual Unit Plan on October 1st without an approved Feasibility Review.*

6.3   **If your department has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form.**

Comments:

Use this field to provide a brief (150 words or less) explanation of how this goal supports the Strategic Priorities selected above.

7.0   NOTES AND ARTIFACTS

Upload any notes (e.g., department meeting minutes) or artifacts that your department may wish to document and refer to during the completion of the comprehensive program review document.

Reviewed and Submitted by

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Vers. 2.2: 17 August 2021

Department Chair/Coordinator (Type Name)

Department Chair/Coordinator Signature _____

Date_____

Division Dean (Type Name)

Division Dean Signature _____

Date_____

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