**ACADEMIC PROGRAM REVIEW**

**HANDBOOK**



**GROSSMONT COLLEGE**

*Changing Lives Through Education*

**Revised Spring 2022**

**ACADEMIC PROGRAM REVIEW**

The Academic Program Review committee serves the Academic Senate of Grossmont College. The committee’s primary purpose is to provide an in-depth review of academic programs and assess their effectiveness at meeting the college’s mission. The information reviewed provides a basis for informed decision-making to improve the quality of programs.

The academic program review process is used to facilitate reflection and the sharing of ideas to strengthen the college and support the Grossmont College Strategic Plan. This process occurs on a 6-year cycle aligned with Strategic Planning and Curriculum Review cycles.

The purpose of Academic Program review is to:

* Provide quality programs through peer review and self-evaluation
* Encourage systematic collection and review of student learning outcomes and how they are used to inform teaching practices
* Ensure that the program is in line with the [mission and vision](https://www.grossmont.edu/about-grossmont/mission-and-values.php) of the college including alignment with the strategic plan of the college
* Recognize and celebrate achievements and successes
* Identify and report areas in need of support or improvement
* Address and fulfill accreditation requirements
* Recognize and highlight quality and excellence of academic programs at annual academic senate presentations and during end of semester meetings with the President and VPAA

All academic departments/programs are reviewed once every six years as part of the program review cycle using a three-step process. During the year in which the program is reviewed, the department/program writes a program review document including departmental recommendations. The Academic Program Review Committee reviews these documents. A summary of findings and recommendations are prepared by the committee and added into each program’s final report. The final report is publicly accessible on the [Academic Program Review webpage](https://www.grossmont.edu/faculty-staff/cpie/programreview.php).

**HISTORY**

Grossmont College began reviewing academic programs in 1981-82 following a one-year period of development. The Phase I process spanned a five-year period, 1982-1987, during which time 62 programs were evaluated. When the process began, a commitment was made to evaluate and modify the first full program review cycle as appropriate, following Phase 1.

A standardized instrument that included a point system for rating programs was designed and piloted with the first four programs evaluated. Upon the pilot's completion, it was determined that the point system was too rigid and unwieldy. Committee consensus was substituted for the point system and proved to be a more practical and appropriate method to use in evaluating academic programs. Recognizing that all programs would be subject to both qualitative and quantitative judgments, both objective and subjective measures were utilized. It was also recognized that sensitivity and flexibility on the part of the Academic Program Review Committee would be essential to reduce the concerns of departments/programs involved in the evaluation process.

During the fall of 1987, a blue-ribbon committee consisting of former chairs and selected committee members of the Academic Program Review Committee, met to evaluate and modify the Program Review process. They examined the total process including committee membership, review schedule, questions, etc. Modifications and changes were made for implementation in Phase 2 (the subsequent 7-year cycle).

Beginning in spring 1994, the Program Review Committee performed an internal review to reexamine the program review process. With extensive input from department/program chairpersons and coordinators, administrators, faculty and Institutional Research, the committee redesigned both the instrument and process.  The intent was to provide annual reporting of informational data essential to department/program planning, decision-making and application for external funding sources. These annual reports would then be compiled into a department/program academic review report.

In the evaluation report filed by the 2002 WASC Accreditation Site Visit Team, the college was given a commendation for the “strong program review process.”  The report later states that “The College has integrated planning, budgeting and program review processes into a well-orchestrated planning and budget allocation effort.”

The next cycle of review was completed in the early spring of 2002. The committee surveyed faculty and met with past chairs to again review and refine the process. The next cycle began in Spring of 2003 with the Communication and Fine Arts Division.

The next program review cycle was completed in spring of 2010, with another commendation from the WASC accreditation body in 2007. The committee took time to review the process, update the data sources, and align with the college planning process. The next cycle will begin with the Art, Language and Communication division writing in fall 2010.

The next program review cycle was completed in spring of 2017. In this cycle, the committee added a dedicated Data Liaison position to improve the data preparation and communication process.  The committee also rewrote the writer’s handbook, making it more concise and aligning the questions with the college strategic plan. The committee also updated the membership structure and added more Dean support to the writing process.  Lastly, the committee reviewed the entire program review process and identified which content was best suited for the six-year review process versus a timelier annual review process. Items warranting annual review were identified, removed from the handbook, and were going to be folded into the annual review process that was in development (Spring 2017).

The 2012-2022 cycle included many changes to the writing template and method. The first Annual Unit Plan cycle was completed, and slight revisions were made by the College Planning & Institutional Effectiveness.  The college is now going through the Strategic Planning process.  There will be a new 2022-2028 strategic plan by the end of spring semester 2022.  The hope is that there will be time to edit the writing prompts to reflect the updated Strategic Plan for the next group of writers. The process to complete the Academic Program Review has changed from written to electronic submission.  Nuventive is the program that houses the prompts and where the writers submit their responses.  Since this is a new process and no longer includes paper documents, many changes were made to the APR Handbook. The sections were edited to remove redundancies and improve clarity.

**Membership**

The membership of the committee shall consist of the following:

ACTIVE PARTICIPANTS:

* Dean of division under review
* Faculty representatives – 1 from AHN, ALC, CTE, ESBS, MNESW, Counseling; 1 Academic Senate representative at large. (7 total)
* Data Liaison
* SLO Coordinator(s)

RESOURCE MEMBERS:

* Instructional Operations Representative
* Academic Senate President
* CPIE Dean
* Vice President of Academic Affairs

Upon the recommendation of the Academic Senate and the administrative staff, the members of the Academic Program Review Committee will serve for at least one academic year. A member must serve at least one semester to be eligible for selection as a chairperson(s) of the committee.  The chair(s) must be faculty members.

**PROCESSES FOR PROGRAM WRITERS**

Academic Program Review is a four-stage process.

**Stage One: Identify Writers**

Two semesters prior to an academic department/program’s scheduled review, the appropriate dean and department/program chairperson or coordinator will be notified of their upcoming program review. The department/program will begin identifying writers and discussing the upcoming semester schedule to prepare for the impact the assigned writer’s reassign time will have on the department.

**Stage Two: Preparation**

One semester prior to writing, departments/programs will meet with the Academic Program Review Committee Chair(s) and Data Liaison for an orientation.  The department writer will be supplied with the following resources to aid them in the writing process:

* **Faculty & Classified Staff Survey** You will receive a link for a very brief faculty & classified staff survey one semester before you start writing. Please email to all faculty & classified staff the semester prior to writing. The data you collect will answer questions in section 4
* **Student Survey** You will receive a link for a very brief student survey one semester before you start writing. Please embed the survey into your Canvas courses to ensure you capture as many students as possible. The data you collect will answer questions in section 6.
* **Handbook**. The Academic Program Review Handbook will be shared with the Dean of the division during the “writers' orientation”.
* **Data**.  The Program Review Data Liaison will assist the department writer using online data dashboards, answering questions as needed.
* **Template**.  The Program Review Chair will provide the department with Word Document template that contains the prompts from Nuventive. This is done to allow for writers to email certain questions to those that may have institutional memory or better awareness of the answer(s).
* **Prior Program Review document**.  The Program Review Chair will also provide the department with their prior 6-year review document, for reference. This will be uploaded into the Nuventive in Section 1 of the report.

**Stage Three: Writing**

The assigned department writer will collaborate with their department to complete their department’s program review this semester, and the writer will receive their reassign time compensation in this semester.  The department/program will provide an overview of the program, an analysis of data provided, and answers to standard questions.  The report is due by the end of the department’s assigned writing semester (see orientation above).

**Stage Four: Reviewing**

During the review semester, the Academic Program Review Committee will review the department’s submission in the online platform.  The committee will ask follow-up questions and meet face to face with the department as part of this review process.  An informal discussion will help to clarify written material and the report.  There is a chance to edit the original report now if needed to improve accuracy. This review stage concludes with the committee presenting formal department commendations and recommendations to the president.  The department also attends the president’s meeting.

**Academic Program Review Committee Process**

1. The Academic Program Review Committee will read and discuss the department’s program review report and may develop follow-up questions for clarification. The committee will forward these questions to the department writer. The writer will provide responses to these follow-up questions in the Nuventive program.
2. The department/program representatives and writer, along with the division dean, will meet with the committee to clarify information in the program review report and answer the questions the committee submitted. This meeting also serves as an opportunity for the department to “tell their story”And explain department needs identified in the department’s recommendations. Then the committee will formulate its final commendations and recommendations for the department/program.
3. When the review process has been completed, the committee will provide a PDF of the final report (from Nuventive) to the writer, department/program chair and the division dean. The report will contain commendations on accomplishments and specific recommendations for change.
4. The Academic Program Review Committee will meet with the College President, Vice President of Academic Affairs, department/program representatives and dean to discuss the final recommendations.
5. The Academic Program Review Committee will send final recommendations and commendations to the Vice President of Academic Affairs, Academic Senate, and appropriate deans and department/program chairs or coordinators.

**WRITING THE ACADEMIC PROGRAM REVIEW REPORT**

Department writers should adhere to the following guidelines when writing the department/program report.

The department’s previous program review reports will be available in Nuventive once the 2022-2028 cycle has concluded.  Prior reviews are also filed at the [Academic Program Review website](https://www.grossmont.edu/faculty-staff/cpie/programreview.php).

Program Review is **the responsibility of the entire department or program**. The bargaining unit has negotiated reassigned time for one semester available for the department/program to use. The reassigned time is usually allocated to one person who will assume the role of editor, primary author and/or coordinator of the project. This person may be the chair or coordinator, but it is not required. Some departments/programs have chosen to split the load between two people. In any case, the decision regarding who receives the reassigned time should be reached collaboratively by the members of the department/program. Once the department or program decides who will receive the reassigned time and for what semester, notify the division dean so that appropriate hire letters can be generated. The writer's identification and reassign time allocation must be completed one semester before writing the report.

Academic departments/programs are expected to solicit participation from all full-time and part-time department/program members. Best practices to ensure broad input on the program review may include:

* The editor delegates sections of the program review to department/program members who may be most knowledgeable about specific questions. Drafts are reviewed by all for additional input.
* Department/program members meet during professional development week to brainstorm and create a draft document. The editor completes the report for review by the department/program and submittal.
* During a department/program meeting, a subcommittee is selected to create a program review draft. The draft is submitted to the editor who emails drafts to all department/program members for input. The editor makes revisions.

Department/programs may have their own processes of facilitating member program review contributions; however, **the goal is to get as much involvement from all members of the department/program**.

Each department/program/program has two representatives on the academic program review committee. Their dean and the division representative. These representatives are excellent resources for departments to consult throughout this process. Contact the Academic Program Review Chair(s) if you need clarification on how to utilize these resources.  These resources are listed under the earlier ‘membership’ section of this handbook.

**Public Review**

Departments should consider their program review document a public document filed on the Academic Senate Program Review website.  This document can be accessed by college administration, faculty and other stakeholders.  As such, professional language and discretion is advised.  In other words, don’t write anything in your program review document that you wouldn’t want to be public knowledge.

**DEFINITIONS OF TERMS**

**ACADEMIC DEPARTMENT/PROGRAM** – For the purpose of this review, a department/program shall be defined as follows: a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four-digit level of specificity.

**EFFICIENCY** – Maximizing the results given the limitations of the resource being considered.

* For room use efficiency, it is the extent to which the available seats in a section are filled.
* For human resource efficiency, it is the amount of full-time equivalent students (FTES) served by the full-time equivalent faculty (FTEF).

**FULL TIME EQUIVALENT STUDENT (FTES)** – This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 hours a week for 35 weeks (1 academic year) generates 1 FTES.

**1 FTES = 15 (student contact hours/week) X 35 (weeks) = 525 (weekly student contact hours/year)**

To approximate *FTES* generated by a 17.5-week semester class, use the following formula:

**WSCH (from census)/ 525 x 17.5 = FTES**

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH:

**40 students x 3 contact = 120 WSCH**

To figure the *FTES* for the class, insert the WSCH in the formula provided above:

**120 / 525 x 17.5 = 4.00 FTES**

**FULL TIME EQUIVALENT FACULTY (FTEF)** (also known as LED) – One FTEF is equivalent to a 100% load as defined by the current faculty contract (Section 7.8) AKA sum of 1.0 LED in any given semester.

**FULL TIME EQUIVALENT STUDENT (FTES)** is the equivalent of a student taking 15 units in any given semester.

**LOAD EQUIVALENCY DECIMAL (LED)** – LED is a way of calculating faculty load by converting hours to a percent. (See faculty contract Section 7.8.2.)

**RETENTION –** After first census, the percent of students earning any grade (except a W) in a course or series of courses.

**SUCCESS –** The percent of students still enrolled after the first census who earned a grade of A, B, C, or Pass in a course or series of courses.

**TAXONOMY OF PROGRAMS (TOP)** – The Taxonomy of Programs is a classification system for academic programs at the California Community Colleges. Every course offered in the Grossmont-Cuyamaca Community College District is assigned a six-digit TOP number. The first two digits of this number define the course at the level of a discipline, and the remaining four digits of the TOP number further define courses into specific departments/programs. Courses within the same academic department/program share a common TOP number. The TOP system provides a common statewide taxonomy to identify programs. Locally, the use of TOP numbers allows the gathering of valuable information about the programs offered at each college. Data such as *WSCH*, *LED*, *FTES*, and *cost per program* can be collected using the TOP numbers as the key. A list of TOP numbers for each course offered at Grossmont College is available in the Instructional Operations Office.

**WEEKLY STUDENT CONTACT HOUR (WSCH)** – The "class hour" or "contact hour" is the basic unit of attendance for computing *FTES*. A "contact hour" is at least 50 minutes of scheduled instruction. Weekly Student Contact Hours are the total number of students an instructor comes in contact within a given week, stated in hours.

**WSCH PER FTEF** – The ratio of Weekly Student Contact Hours (WSCH) to Full-Time Faculty Equivalency (FTEF).

**Remember your report is due at the end of the assigned semester.**

The following sections include the questions you will need to answer in Nuventive. You may want to copy and paste some of the questions and email to fellow faculty or staff.  This might help you in writing/editing the report. Then copy and paste answers into the online platform (Nuventive).

**DEPARTMENT/PROGRAM**

**ACADEMIC PROGRAM REVIEW**

**SECTION 1 – OVERVIEW.                                                                                            DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS**

***PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college.  Include any information that helps the reader understand your department, such as which courses are primarily GE, programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.***

**1.1** Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it).  Additionally, please list degrees and certificates your department offers.

**1.1.a**. Please list the names of all faculty members and indicate part-time or full-time status

***PURPOSE OF SECTION 1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.***

**1.2** Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes made in the program in response to recommendations from the last review, including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own).  Include the recommendations from the last program review in this section.

**SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS**

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section).

If your program has an associate degree or certificate program, refer to the relevant pages from the catalog (see “associate degree” section. This is the yellow section).

***PURPOSE OF SECTION 2.1:* To describe how curriculum is maintained and/or developed.**

**2.1** Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

**2.2** Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates.  Explain how DEI within your curriculum supports student success.

***PURPOSE OF SECTION 2.3:* To understand your practice for reviewing outlines. For example: under what circumstances do you submit a new course, a modified course, or a course update to the curriculum committee?**

**2.3**Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline?

**2.4**(Reference Program & Course Approval Handbook)Per the Board approval dates which outlines are out of date?  Describe the plan and include the dates by which your department will submit to the Curriculum Committee.

***PURPOSE OF SECTION 2.5: Explain how you incorporate new material in your courses on a semester-to-semester basis to maintain relevance and address current issues related to your discipline within the existing course outline.***

**2.5** How are faculty integrating current issues into course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.  Please provide specific examples.

***PURPOSE OF SECTION 2.6:* To describe what the department does to maintain consistently high academic standards amongst its faculty.**

**2.6** How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

***PURPOSE OF SECTION 2.7:* To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department. Here the committee is looking for explanations on unusually generous or rigorous grading patterns.**

**[The Program Review Data Liaison will help you with this section]**

**2.7** Referring to the Grade Distribution Summary graphs (in the reading pane to the right of this prompt in Nuventive Improve) comment on how your department patterns relate to the college and division~~.~~

**2.8 For course-by-course graphs, explain any courses with different grade/success patterns than others.**  This may relate to major’s courses vs GE, first-year vs second-year or basic skills vs transfer.

**2.9** Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

***PURPOSE OF SECTION 2.10:* To evaluate the department’s success with course delivery methods online vs. hybrid vs. face-to-face platforms.**

**2.10** If applicable, provide a comparison of the retention and success rates of distance education

(online) sections (including hybrid) and face-to-face sections. What are your department     policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

**2.11** If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to “credit for prior learning” per the Title V changes? (**Contact the Dean of CTE if you have questions**).

***PURPOSE OF SECTION 2.8: The committee wants to gauge if students can transfer successfully to four-year universities via your articulation agreements.***

**2.12**Please describe how the program ensures that articulations are current. Identify any areas

concern or additional needs that your department has about articulation with four-year

institutions.

**SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)**

The SLO Cycle is summarized in figure 1 below.

**Figure 1**

**SLO CYCLE**



***PURPOSE OF SECTION 3: To show how SLO assessments are used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.***

**3.1 Over the last Program Review cycle, how has your department used the results of course level (called SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments?**  Please respond to both prompts below.

**3.1a** How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

**3.1b** How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs?  How have you assessed (or how will you assess) the success of these adjustments?

**3.2** What general trends or patterns do you see as you review your department’s analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

**Examples of Changes that *May* be Implemented as a Result of Assessment**

|  |  |
| --- | --- |
| Changes to the Assessment Plan | * revision of intended learning outcomes * revision of measurement approaches * changes in data collection methods * changes in targets/standards |
| Changes to the Curriculum | * changes in teaching techniques * revision of prerequisites * revision of course sequence * revision of course content * addition of courses * deletion of courses |
| Changes to the Academic Process | * revision of advising standards or processes * improvements in technology * changes in faculty staffing * changes in frequency or scheduling of course offerings |

**3.3** What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need to respond to these implications

**3.4** What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?  (NOTE: these changes may be documented in section 3 of your Annual Unit Plans.)

**3.5** *Attach your assessment schedule from your Department Documents- Program Review Folder*

**3.6** What do the results of your SLO assessments tell you about the progress you made toward your program goals?  How will they inform your teaching moving forward?

**SECTION 4 - FACULTY & STAFF SUPPORT SERVICES AND FACILITIES**

***PURPOSE OF SECTION 4.1 – 4.4:*To determine how departments utilize various faculty and classified staff support services and campus facility spaces.**

**4.1** List the type of facility spaces your department/program utilizes for instruction.  This can include on-campus, off-campus, and virtual.

**4.2** Are the spaces listed in 4.1 adequate to meet the needs of your program/department?

Yes\_\_\_ No\_\_\_

* If you checked ‘yes,’ please describe how your department/program utilizes facility spaces to meet your program/department needs. Please explain any specific facility requirements of your program, and how those requirements are being met.
* If you checked ‘no,’ please describe how the facility spaces do not meet the needs of your department/program.  Please explain specific instances where needs are not being met.

**4.3** What proactive steps have you taken with facility scheduling to help meet the educational needs of your program/department and ensure that students can complete their program in a timely manner?

**4.4** Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

**4.5**Are faculty and staff support services meeting your program’s needs?  Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

**Please contact Marcelo Nieto (**[**marcelo.nieto@gcccd.edu**](mailto:marcelo.nieto@gcccd.edu)**) to deploy the faculty and classified staff survey via email within your program/department. When you are ready to answer the question below email Marcelo for the results.**

***PURPOSE OF SECTION 4.6: To have departments determine, based on their review of survey data, if their faculty and classified staff could serve more students by having more facility resources available and/or using them differently.***

**4.6** Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes\_\_\_ No\_\_\_

* If you checked ‘yes,’ please explain how your department/program is successfully managing its facility spaces to meet its educational objectives and provide maximum student access to your program. Please provide some specific examples.
* If you checked ‘no,’ please explain how students are being negatively impacted by unmet facility needs experienced in your department/program.  Please provide some specific examples.

**4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services not included above.**

**SECTION 5 – STUDENT EQUITY AND SUCCESS**

***PURPOSE OF SECTION 5:***

* **To determine if student enrollment in your program is robust and if students are enrolling in your program in equal representation to the general Grossmont student population.**
* **To have the department examine student success and retention overall for your department and disaggregated by ethnicity, age, gender.**
* **To have departments explain what they have done to improve success for all students while maintaining academic rigor.**

**Strategic Planning Goal 1:**

**Educational Excellence**

Ensure excellence in student learning by prioritizing equity and anti-racism through quality academic programs and support services.

* Close equity gaps for disproportionately impacted student populations.
* Provide clear information, reliable access, and intentional support at the onset.
* Support all students in their course success and progress toward their goals.
* Ensure learning and timely completion of students’ educational goals.

**[The Program Review Data Liaison will help you with this section]**

**5.1 What are the identifiable patterns regarding overall trends in enrollments in your department?**  Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

**5.2** Examine your enrollment data, disaggregated by gender, age and ethnicity.  For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

**5.3** Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). 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?

**5.4** Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, **especially for groups that have equity gaps**.

**5.5** How does your department use student engagement strategies in the classroom? Describe specific examples ([see example-resource document](https://docs.google.com/document/d/10Qg1qn7_QD9se-94AlEXj2ACD8MRYqbIvVqeiG1eQpg/edit?usp=sharing)) aimed at encouraging students to become actively engaged in the learning process in their classes.

**5.6** Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

**5.7** If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

**5.8** If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to “Degrees and Certificates” data.

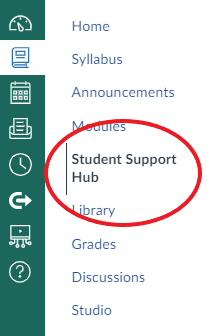
**5.9**If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

**SECTION 6 - STUDENT SUPPORT SERVICES**

***PURPOSE OF SECTION 6: This section's purpose is to learn how programs promote student services. As the primary contact for many students, it’s critical to inform them about the abundance of services available.  And continually promote them throughout the semester.***

**6.1** In what ways does your program inform students about student support services?

**6.2** Which [student support services](https://www.grossmont.edu/student-support/index.php) do your faculty promote and why?  How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?



**6.3** How are part-time faculty informed about [student support services](https://www.grossmont.edu/student-support/index.php)?  Do they include student support services in their course syllabi and make students aware of the Canvas button?

**6.4 To determine which services students are informed about and accessed by the students in your program/department please email Marcelo Neito** [**marcelo.nieto@gcccd.edu**](mailto:marcelo.nieto@gcccd.edu)**. He will provide you with a link which you can embed in your Canvas courses. Then please contact Marcelo for the survey results. This will allow you to answer the question below.**

**6.5**Analyze the results from your student surveys.  What services are most and least utilized? In what ways can you promote more engagement in the support services offered?  How might more use of student support services improve student success and engagement?

**SECTION 7 – ON-CAMPUS & OFF-CAMPUS ACTIVITIES**

***PURPOSE OF SECTION 7:******The purpose of this section is for your department to showcase the most meaningful outreach, engagement and retention work that you do, both on and off campus. We are interested in learning what the faculty and staff in your department do to maintain/enhance their status as professionals in their field and as instructors, how they participate in campus life, how they represent the college in the community/region, and how your department interacts with other departments around campus.***

**7.1**Please download and fill in the grid provided in Nuventive for sections 7.1. Include faculty and staff involvement on and off-campus

**7.2** Please provide an overall reflection on your department’s activity displayed in your table and highlight the activities your department thinks contribute most to our college’s Strategic Plan.

**SECTION 8 – FISCAL & HUMAN RESOURCES**

***PURPOSE OF SECTION 8: To assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.***

**[The Program Review Data Liaison will help you with this section]**

**Fiscal Resources**

***Refer to the Program Review Dashboard. Select the enrollment tabs along the bottom to answer the following questions.***

**8.1** Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

**8.2** Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the

last program review. Please explain changes in FTEF due to changes in faculty staffing levels.  For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

**8.3** For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department?  If it is not adequate, please explain how additional funds would be used to improve student learning and success.

***PURPOSE OF SECTION 8.4: The committee is looking to recognize program/department efforts for outside funding.***

**8. 4** If your program has received any financial support or subsidy outside of the college budget

process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

**Human Resources**

**[The Program Review Data Liaison will help you with this section]**

***PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do.  The committee also wants to understand your department/program's staffing needs.***

**8.5** How are you ensuring that part-time faculty are included in fulfilling the college’s strategic plan and goals?  How do they contribute to department level goals and objectives?

**8.6** How do you onboard new faculty (both full- and part-time)? For example, [part-time faculty handbook](https://docs.google.com/document/d/111F1Pwq8Hee6tltAgb74BaV3kCu9_nqR/edit?usp=sharing&ouid=104558289296327536076&rtpof=true&sd=true) sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources

**8.7** What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

**8.8** What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

**8.9** In the table below, list non-faculty positions that are responsible to your program (by title rather

than by individual name).  This list should include classified staff as well as work study and

student workers.

Indicate the FTE/hours and where funding comes from for these positions.  Add or delete rows to the table as needed.  If you have questions on how to complete this table, please contact the Program Review Committee Chair.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Position** | **Funding** | **FTE/Hours** | | | | | |
| **YR 1** | **YR 2** | **YR 3** | **YR 4** | **YR 5** | **YR 6** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**8.10** Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of

students in the program.  Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

**8.9** How many of your faculty are receiving reassigned time?  What projects are they involved in? In what ways does this impact your program?

**SECTION 9 – SUMMARY AND RECOMMENDATIONS**

***PURPOSE OF SECTION 9:  The purpose of this section is to demonstrate how your department/programs ties into the college's 2022-2028 Strategic Plan***

**Educational Excellence:** Ensure learning and timely completion of students’ educational goals

**Completion Culture\***Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals.

**Innovation & Effectiveness** Ensure excellence in student success and institutional effectiveness by embracing and adopting innovative practices and technologies.

**Operational Excellence** Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development.

**Community Collaboration** Collaborate with community partners to provide educational opportunities that best serve the needs of our students and our community.

**9.1** Summarize program strengths in terms of the current Strategic Plan (2022-2028)::

**9.2** Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028):

**9.3** Describe any concerns that may affect the program before the next review cycle such as

addition of new programs, external changes, funding issues etc.

**9.4** Make a rank ordered list of program goals for the next six-year cycle based on the

current Strategic Plan (2022-2028):