



FALL 2024
Instructional Program Review *Comprehensive* Template
FINAL

NOTE THAT ALL PROGRAM REVIEWS MUST BE SUBMITTED ONLINE VIA NUVENTIVE FORM.

This form is provided for response drafting and planning purposes only.

Emails with the link to each service area's online module will be provided in fall 2024.

If you have questions about the nuventive program review module, please contact the institutional effectiveness, success, and equity office at (619) 660-4380 brianna.hays@gcccd.edu.

Program Overview and Update

1. Department(s) Reviewed:
2. Lead Author:
3. Collaborator(s) {list any person that participated in the preparation of this report}:
4. Initial Collaboration Date with Program Team (e.g., the first meeting, discussion, or asynchronous feedback date the author gathered input from other faculty within the department/discipline, faculty from other departments that work closely with the department/discipline, dean/manager, if applicable classified staff within the department): [MM/DD/YYYY]
5. Dean/Manager(s):
6. Initial Collaboration Date with Dean: Date your program met with your dean to discuss your vision, goals, and resource needs/requests: [MM/DD/YYYY]

Program Reflection and Description

7. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?
8. Is the program description in the current [college catalog](#) up to date and accurate?
 Yes No: What steps will you take to revise the college catalog description?
9. Describe how your program advances the [College's vision of equity, excellence, and social justice](#) through education? How does the program reflect the College's mission and values?

Course Curriculum, Assessment and Student Success

Curriculum Review and Assessment

Provide an overview of your program's Curriculum Review and Development status.

10. [Access the Five Year Curriculum Review Cycle](#). Have all of your active course outlines been reviewed within the last five years?
 Yes No, please explain:
11. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes. Examples of rationale may include: labor market data and advisory committee recommendations, for career education programs, transfer institution changes, industry trends, and state-wide transfer model curriculum).
12. For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A
13. For Career Education Programs: How is your program meeting labor market demand and preparing students to enter the workforce? If not a career education program, please enter N/A

Please provide an overview of your Student Learning Outcomes (SLO) Assessments

For assistance with SLOs, please contact SLO Coordinators Tania Jabour at tania.jabour@gcccd.edu and Rachel Polakoski at rachel.polakoski@gcccd.edu. For assistance with Nuventive Improve, please contact Heyley Troyer at heyley.troyer@gcccd.edu. Additional resources are provided on the [Learning Outcomes and Assessment webpage](#)

14. Please upload an updated, current version of your SLO assessment plan.

Ideally, the updated plan should specify assessment semesters for all service areas over the next 4 years, between this comprehensive program review and the next. [Assessment Plan Template](#).

15. What do your SLO data suggest about student experiences, successes, and challenges in your service area?
16. Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.
17. Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.

DEGREE/CERTIFICATE PROGRAMS

Degree and Certificate Programs

18. For programs with degrees and/or certificates: For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.
[upload excel spreadsheet]. If the program does not have degree or certificate program, please enter N/A

19. For programs with degrees and/or certificates: indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes). If you are unable to locate this information, please state that.
20. For programs with degrees and/or certificates: Can students complete the degree/certificate requirements within a two-year period?*
- Yes No, Please explain
- *requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.
21. For programs with degrees and/or certificates: How is your program currently assessing its PLOs? Please select all that apply.
- SLO-to-PLO mapping
- Direct assessment with a capstone course project, test, or assignment
- Shared PLO assessment across the Academic and Career Pathway (ACP)
- Other, please specify: _____

*******Bri usually when there is an a there would be a b, otherwise leave as is on own line item?*******

21a. PLOs need to be assessed every 4 years. Please provide the following for each degree/certificate:

- The most recent semester each of your program(s) assessed PLOs;
- Brief summary of findings; and
- Overview of changes made as a result.

*******Bri: these were labeled 22a and b, but there was not a 22, should these be changed to a numbered line item, or are they part of 21? *******

22. For programs with degrees and/or certificates: Are all of your degree maps completed?

- Yes No, **what are your plans to complete the degree maps for your program?**

23. For programs with degrees and/or certificates: Are the degree maps posted to the college website?

- Yes No, **what are your plans to publish the degree maps for your program?**

24. For programs with degrees and/or certificates: How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?
25. For programs with degrees and/or certificates: How are your PLO assessments informing improvements/changes to your program?

Student Access and Achievement

Student characteristics and achievement data (both college-wide and by discipline) can be located on the [program review data webpage](#).

Data are required to answer these questions. If no data are available, please describe the plan to gather, discuss, and use these data in the future.

25. Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes. For example, context for enrollment changes may include shifts in modality, class scheduling time change, using block scheduling, program specific outreach to feeder schools and community partners about the program, ACP or program in-reach events, community presentations, labor market demand, industry changes etc.

*******Bri usually when there is an a there would be a b, otherwise leave as its own line item? *******

25a. If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?

26. What is the program doing to increase student enrollment or access?

27. What is your program's overall course success rate? How has it changed over the past 4–5 years? Please note any trends and context for the data.
28. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program for success rate and/or retention rate? Please discuss all equity gaps identified in the data.
29. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?
30. How has this data shaped your comprehensive program review goals and action steps? Please include specific actions the program will take to address equity gaps.
31. Discuss your department/discipline's plan for diversifying department faculty in alignment with the [GCCCD Board Resolution 20-015](#).
32. What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Distance Education Course Success (If Applicable)

34. If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented? **{link}** **Note:** *Distance education is defined as classes that are offered through technologies such as online fully or partially.*

For distance education teaching and learning resources, please visit the [Teaching Online](#).

For assistance with Distance Education, please contact DE Coordinator, Bri Brown (Brianna.brown@gcccd.edu)

35. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?

Career Exploration and Program Demand

36. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?
 - Yes (Continue to 37)
 - No (Go to 41)

Career Education Only

37. For Career Education Programs: Please share your observations about the employment rate for your program over the last 4 years.
38. For Career Education Programs: What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").
39. For Career Education Programs: What would you like your program's employment rate to be, ideally (stretch goal)?
40. For Career Education Programs: What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the [California Employment Development Department](#). You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Strengths, Challenges & External Influences

Consider your program's strengths, challenges, areas for improvement, and internal and external factors impacting your program.

41. Please describe your program's strengths.
42. Please describe your program's challenges.
43. Please describe external influences that affect your program (both positively and negatively).
44. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Previous Goals:

For each of your program's please provide a goal status update and, if applicable, the results of these actions. For a list of active goals as of Fall 2023, visit the program review website to access the Previously Submitted Program [Fall 2023-Spring 2024 Program Reviews page](#)

Previous Goal 1:

Goal Status

- Completed
- Deleted
- In Progress - will carry this goal forward into next year
- Not Started

If Deleted or Completed:

Please describe the results
or explain the reason for deletion/completion of the goal:
(Repeated as needed)

If it is Not Started, please share why including whether your program is experiencing barriers for starting this goal

If it is In Progress, what actions steps from the last report have been completed and which ones are you still working towards

2022-2028 College Strategic Goal

(Which College Strategic Goal does this department goal most directly support? (**Check only one**))

- Increase equitable access (enrollment)
- Eliminate equity gaps in course success (passing grade in class)
- Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)
- Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)
- Increase hiring and retention of diverse employees to reflect the students and communities we serve

New Action Steps for the Next Year:

If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

- New faculty position
- New classified position
- Technology
- Facilities renovation
- Supplies, equipment, and/or furniture
- Other, please specify: _____

New 4-Year Goals

Please describe the department's long-term, overarching goals for this comprehensive program review cycle (the next 4 years). Please state the new goal(s), summarize key action steps for the next academic year, and describe your plan to evaluate the outcomes/results of these actions. You may include previous goals that the program is continuing into this comprehensive program review cycle. PRSC recommends identifying a small number of (1 to 4) broad goals to address over the next four years so that they can help the program focus its efforts.

New Goal 1:

2022-2028 College Strategic Goal

(Which College Strategic Goal does this department goal most directly address?) (**Check only one**)

- Increase equitable access (enrollment)
- Eliminate equity gaps in course success (passing grade in class)
- Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)
- Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)
- Increase hiring and retention of diverse employees to reflect the students and communities we serve

Please describe how this goal advances the college strategic goal identified above.

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Action Steps for this Year:

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

- New faculty position
- New classified position
- Technology
- Facilities renovation
- Supplies, equipment, and/or furniture
- Other, please specify: _____

How will this goal be evaluated?

[Repeated as needed up to 4 goals]

RESOURCES NEEDED TO ACHIEVE PROGRAM GOALS

All resource request forms are located on the [program review landing page](#) (toward the bottom)

Administrator Resource Needs

Contact Person: Brianna Hays (brianna.hays@gcccd.edu)

Classified Staff Resource Needs

Contact Person: Victoria Marron (Victoria.Marron@gcccd.edu)

Please submit an electronic Classified Position Request Form for each position your department is requesting.

Located on the [program review landing page](#) (toward the bottom) under **Staffing Request Information**

Facilities Resource Needs

Contact Person: Francisco Gonzalez (francisco.gonzalez@gcccd.edu)

Located on the [program review landing page](#) (toward the bottom) under **Other (Non-Staffing) Resource Requests**

Faculty Hiring Priorities Needs

Contact person: Jeanie Machado Tyler (Jeanie.marchadot Tyler@gcccd.edu)

Please submit an electronic Faculty Position Request Form for each position your department is requesting.

Located on the [program review landing page](#) (toward the bottom) under **Staffing Request Information**

Technology Resource Needs

Contact Person: Jessica Hurtado Soto (Jessica.hurtadosoto@gcccd.edu)

Located on the [program review landing page](#) (toward the bottom) under **Other (Non-Staffing) Resource Requests**

Supplies, Equipment & Other Resource Needs

Contact Person: Nicole Salgado (nicole.salgado@gcccd.edu)

Located on the [program review landing page](#) (toward the bottom) under **Other (Non-Staffing) Resource Requests**

Have you completed all of the other sections of this program review? Yes No