

ACADEMIC PROGRAM REVIEW HANDBOOK



GROSSMONT COLLEGE

**Approved by the Academic Senate
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ACADEMIC PROGRAM REVIEW

PURPOSE AND GOALS

Academic program review is an integral part of the total process of curriculum planning, development and implementation at Grossmont College. The information gathered during the review process provides the basis for informed decision-making by the faculty and administration on the allocation of resources to those programs as well as the initiation, expansion, contraction, consolidation and termination of programs. The academic program review process is an effective vehicle that is utilized to provide program and department accountability and on-going program improvement by colleagues cooperatively sharing ideas to strengthen the college's academic programs.

Program review goals include:

- Develop a cooperative, standardized and flexible methodology to facilitate continuous program review.
- Collect and disseminate relevant information that will provide a database for long-range curriculum planning and development.
- Insure quality and excellence of academic programs.

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 self-study document including departmental recommendations. The Academic Program Review Committee reviews these documents. A summary of findings and recommendations are prepared by the committee and presented in a final report that is distributed to the Academic Senate, Vice President of Academic Affairs, College President, and the Governing Board.

HISTORY

Grossmont College began its review of 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. At the time the process was begun, a commitment was made to evaluate and modify the first full program review cycle as appropriate at the conclusion of Phase 1.

A standardized instrument that included a point system for rating programs was designed and piloted with the first four programs evaluated. Upon completion of the pilot, 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 inherent fears and 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 as appropriate 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.

Beginning in spring 1994, the Program Review Committee reexamined 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 to provide annual reporting of informational data essential to department/program planning, decision-making and application for external funding sources. These annual reports are then 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 an accommodation 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.

PROCESS

Orientation

When an academic department/program or the Learning and Technology Resource Center (LTRC) are scheduled for review during a particular school year, the appropriate dean and department/program chairperson or coordinator will be notified. The chair of the Academic Program Review Committee will meet with the division representatives prior to the semester in which the review process will begin to discuss and clarify the self-study process. This will allow ample time for departments/programs to compile annual data into the program review report.

Self-Study Report

The department/program will prepare a self-study report that will provide an overview of the program, an analysis of data provided, answering standard questions contained in the guide entitled Academic Program Review Handbook provided by the committee. The report containing the results of the self-study will be due according to the timeline set by the committee.

Academic Program Review Committee Assessment

The Academic Program Review Committee will read and discuss the self-study report and develop written questions for the purpose of clarification. The committee will forward written questions to the editor, department/program chair/coordinator and dean. The department/program, in consultation with the dean as needed, will provide written responses to the questions.

Academic department/program representatives and the appropriate dean will meet with the committee for the purpose of clarifying information in the self-study report and answering the questions the committee submitted.

Following the response of the department/program to the questions, the committee will formulate its final commendations and recommendations regarding the department/program.

When the review process has been completed, the committee will submit a written final report to the editor, department/program chair and the division dean. The report will contain (a) commendations on accomplishments, (b) specific recommendations for change and (c) a recommendation to increase, maintain, reduce, re-review, or eliminate the department/program.

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. The President, department/program chair or coordinator and chair of the academic program review committee will sign the final report.

The Academic Program Review Committee will send the final report to the Vice President of Academic Affairs, Academic Senate, appropriate dean and department/program chair or coordinator.

The chairperson of the Academic Program Review Committee will distribute the final report to the Governing Board.

Follow Up

1. The Vice President of Academic Affairs will meet with the department/program chair/coordinator and dean of the division a year after the review to follow-up on progress made on the recommendations.
2. The Vice President of Academic Affairs will present an annual status report to the Academic Senate on the implementation of Academic Program Review Committee recommendations.
3. The recommendations of the Academic Program Review Committee will be used as part of the criteria for making decisions in various committees such as Planning and Resource Council, classified, and faculty staffing.

MEMBERSHIP

The membership of the committee shall consist of:

- Seven faculty members to include the following representatives: one (1) from each division, one (1) Academic Senate representative at large, one (1) representative from the Library, and/or one (1) representative from Counseling.
- Vice President of Academic Affairs
- Dean of the division under review
- Dean of the next division to be reviewed
- Instructional Operations Supervisor
- One ASGC student representative

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 chairperson of the committee. A faculty member chairs the committee.

PREPARATION OF THE SELF-STUDY REPORT

Please adhere to the following guidelines and format in preparing the department/program report.

The written section on department/program review is available in electronic form on the Grossmont College website. http://www.grossmont.edu/academic_senate/senate_committees.asp. At this site, click on “faculty and staff”, click on “Academic Senate”, click on “Senate Committees” and open up Academic Program Review.

Samples of previous program review self-study reports are available in the Instructional Operations Office.

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 department/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.

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 self-study may include:

- The editor delegates sections of the self-study to department/program members who may be most knowledgeable about specific questions. Drafts are reviewed by all for additional input.
- Department/program members meet for several hours 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 self-study draft. The draft is submitted to the editor who e-mails drafts to all department/program members for input. The editor makes revisions.

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

The department/program/program has two representatives on the committee, the dean and the division representative. They can be excellent resources throughout this process. Feel free to contact the Academic Program Review Chair if you need clarification.

When writing the self-study:

1. Provide all the information requested.
2. Number all pages of the self-study including reports and appendices.
3. Answer all questions clearly and specifically in paragraph form. Cite sources used.
4. Print all responses on white paper, **back to back**. We will need 15 copies for the committee. Be sure to make extra copies to share with your program/department.
5. Submit the report to Instructional Operations by the due date. It is essential that the review timeline be maintained.

Instructions on Gathering the Information for Self Study Report

Note: During the span of your review you may cross over reports, data sources and other information. You may need to find both the current reports and the old.

See the instructions for completing the Appendices in the appendices section starting on page 21.

Sign Off Sheet: When your report is completed, compile a sheet with the names and signatures of all full-time faculty stating that they have seen and read the report. You may also include part-time faculty and classified staff. **This should be attached at the beginning of your report.**

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.

COST – All identified direct costs charged to a department/program as that department/program is defined by TOP code. These costs may include basic salaries, benefits, supplies and capital equipment, coordinator or chair reassigned time, miscellaneous reassigned time, coaching or sabbaticals.

COST PER FTES – A ratio of *direct cost* of a department/program to the *FTES* (i.e., revenue) generated by that department/program.

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).

EFFICIENCY REPORT – A yearly report displaying the enrollment, efficiency (seat fill rate) and success rate of students by department/program for each semester over the last four years.

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.

$$1 \text{ FTES} = 15 \text{ (student contact hrs/week)} \times 35 \text{ (weeks)} = 525 \text{ (weekly student contact hrs/yr)}$$

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

$$\text{WSCH (from census)} / 525 \times 17.5 = \text{FTES}$$

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

$$40 \text{ students} \times 3 \text{ contact} = 120 \text{ WSCH}$$

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

$$120 / 525 \times 17.5 = 4.00 \text{ FTES}$$

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.

FTES PER FTEF – The ratio of full-time equivalent students to full-time equivalent faculty.

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.)

PERSISTENCE – The percent of students who attend one semester and then attend the next or subsequent semester, i.e. the percent of students who attend both the fall and spring semesters.

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

SPECIAL POPULATIONS – From the federal definition, special populations are

- individuals from economically disadvantaged families
- single parents
- displaced homemakers
- individuals preparing for nontraditional training and employment
- individuals with disabilities
- individuals with other barriers to educational achievement, including individuals with limited English proficiency

STATISTICAL DATA: OUTCOMES PROFILE – A fall-to-fall comparison of enrollment, success and retention by age, ethnicity, and gender for each department/program.

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 purpose of the TOP system is to provide 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 *FTE*s. A "contact hour" is a period of not less than 50 minutes of scheduled instruction. Weekly Student Contact Hours are the total number of students an instructor comes in contact with in a given week.

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

DEPARTMENT/PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.

Program Goals

1.2 **Appendix 1** contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions:

For your most successful goal:

- a) What activities did you undertake to achieve this goal?
- b) Report and explain the data you have to verify progress toward your goal.
- c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

For your least successful goal:

- a) What challenges or obstacles have you encountered?
- b) Has this goal changed and why?

Implementation of Past Program Review Recommendations

1.3 Your program **6-year Unit Plan** in **Appendix 1** contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions**, insert copies of your 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 program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section). [NOTE: Do not include your actual course outlines]

- 2.1** Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.
- 2.2** What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**
- 2.3** Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.
- 2.4** Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment-You have freedom to analyze many different ways such as pass vs. fail, part time vs. full time gpa, night vs. day, lower level vs. upper level etc).
- 2.5** Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).
- 2.6** Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.
- 2.7** How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?
- 2.8** If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes?

- 2.9** If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)
- 2.10** Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1 - Annual Progress Reports**, as well as **Appendix 1 – SLO Assessment Analyses** and **Appendix 4 – Course-to-Program SLO Mapping** document, answer the following questions:

- 3.1** What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?
- 3.2** Using your course-level **SLO Assessment Analyses (Appendix 1)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 4)**, discuss your students' success at meeting your Program SLOs.
- 3.3** Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

SECTION 4 - STUDENT ACCESS

- 4.1** How does facility availability affect access to your program?
- 4.2** Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).
- 4.3** Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

- 4.4** What implications do these findings from 4.3 have for your program?
- 4.5** Based on your analysis of questions 3 through 16 in the **Appendix 5 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.
- 4.6** Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 5**)
- 4.7** Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.
- 4.8** Based on an analysis and a review of your 6-year Unit Plan (**Appendix 1**), what specific strategies were utilized to address access issues of special populations (e.g. ethnicity, age, and gender).

SECTION 5 - STUDENT SUCCESS

- 5.1** Building on your answer to question 4.8, what specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender). Please consult **Appendix 11** for data.
- 5.2** Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.
- 5.3** Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.
- 5.4** Based on an analysis of “Reports” data (This is found on the intranet under “Reports”)
- Describe/explain trends in success rates for each of the following: age, ethnicity and gender. Please provide examples of any changes you made to address these trends.
 - Describe/explain trends in enrollments for each of the following: age, ethnicity and gender. Please provide examples of any changes you made to address these trends.
 - Describe/explain trends in retention for each of the following: age, ethnicity and gender. Please provide examples of any changes you made to address these trends.

- 5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.
- 5.6 Referring to **Appendix 6- Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.
- 5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

- 6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services, CATL).
- 6.2 Analyze the results of the **Student Survey - Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, relevance).
- 6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.
- 6.4 Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.
- 6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?
- 6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey in Appendix 5**, how do students respond to the use of technology?
- 6.7 Identify and explain additional technological resources that could further enhance student learning.
- 6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

- 7.1** How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

- 7.2** If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

- 8.1** Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field.
- 8.2** Describe any innovative professional development activities your program has created.
- 8.3** Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

From the data provided (include the data source), please fill in the table below:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of FT faculty									
# of PT faculty									
Total Full Time FTEF									
Total Reassigned Time									
Total Part Time FTEF									
Total FTEF									
Total Earned WSCH									

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

- 9.1** Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).
- 9.2** Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.
- 9.3** List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).
- 9.4** How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 13 – Fiscal Data: Outcomes Profile** also has enrollment information.

- 10.1** Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.
- 10.2** Analyze the Earned WSCH/FTEF data in **Appendix 9- Grossmont WSCH Analysis**. Explain trends for your overall program and for specific courses over a five-year period.
- 10.3** Using **Appendix 12-** and **Appendix 13 - Fiscal Data: Outcomes Profile**, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.
- 10.4** If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

- 11.1** Summarize program strengths and weaknesses in terms of:
 - teaching and learning
 - student access and success
 - implementing and executing the department's vision and mission statement
 - fiscal stability
- 11.2** Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.
- 11.3** Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

FINAL CHECKLIST

Please see that all items are completed **BEFORE** submitting your department/program's self-study document to the Academic Program Review Committee.

- Include a title page that indicates the semester and year your report was completed.
- Include a listing of all full-time and adjunct faculty.
- Number all pages of the self-study. Please copy back to back.
- Include a Table of Contents listing all the section headings and page references for these section headings.
- Be sure appendices include all requested information.
- Attach the sign-off sheet of all full-time members of the department/program.
- Submit ten (15) copies (**back to back**) of the report to the Instructional Operations Office.

Remember your report is due _____.

APPENDICES

APPENDIX 1

Annual Program Review Updates

Once you complete Appendix 1, it will contain both your *Archived Original 6-Year Unit Plan* along with your *Annual Progress Reports* and *SLO Assessment Analyses*. You will need to fill out the *Annual Progress Reports* and *SLO Assessment Analyses* forms.

The link to the *Archived Original 6-Year Unit Plan* is:

<http://www.grossmont.edu/Planning/Archived%206-year%20plans.asp>

The link to the *Annual Progress Reports* and *SLO Assessment Analyses* is:

<http://www.grossmont.edu/Planning/Program%20Review%20Updates.asp>

This appendix will help you to answer questions 1.2, 1.3, 3.2, 4.8.

Note: Please be sure to include your Academic Program Review Committee recommendations from your last program review cycle. These were given to your department from the Program Review Committee and are not to be confused with your department's own self-generated program review recommendations that you submit in your yearly plan.

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

Curriculum Development

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

Student Success and Support

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

Program Resources and Development

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

Community Outreach/Response

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

Faculty/Staff Professional Development

Goal:	
Status of goal	
What activities did you undertake to achieve these goals?	
What challenges/obstacles have you encountered?	
Report and explain the data that you have to verify progress toward your goal?	
Has this goal changed and why	
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	
Additional Comments?	

APPENDIX 2

Catalog Descriptions

From the most recent catalog, under the courses of instruction section (blue) copy your *Department Course Descriptions*. If you have a degree or certificate, copy these pages as well from the *Associate Degree* section (yellow).

APPENDIX 3

Grade Distribution Summary Report

The link to the *Grade Distribution Summary* report for 2008 forward is available from “reports”, which can be accessed by typing *reports* into your browser url. Note: you can access this site only from your Grossmont College office computer. Once in ‘reports, click on the *Instructional Services* folder, then click on the *Program Review* folder, then select the *Grade Distribution Summary* report.

This appendix will help you to answer question 2.4 and analyze how well you are achieving section 2 goals. You will be provided this data along with an analysis. However, you should feel free to explore other avenues of concern if you like.

APPENDIX 4

Course-to-Program SLO Mapping Document

Click on the following link to access your department's latest reports:

http://www.grossmont.edu/student_learning_outcomes/

This appendix will help you to answer questions 3.2 and 3.3.

APPENDIX 5

Results of Student Survey

At the beginning of your program review process, contact *Research, Planning and Institutional Effectiveness (RPIE)*, x7736. There is a basic survey with an area that you may customize to meet your department or program needs. *RPIE* will help you to determine the appropriate sampling for your department or program. After you administer the survey, they will compile your results and email them back to you for inclusion and consideration in your self-study.

This appendix will help you to answer questions 4.3, 4.5, 4.6, 6.2 and 6.6.

APPENDIX 6

Headcounts for Degrees and Certificates Awarded

The link to the *Headcounts for Degrees and Certificates Awarded* report for 2008 forward is available from “reports”, which can be accessed by typing *reports* into your browser url. Note: you can access this site only from your Grossmont College office computer. Once in “reports”, select the *Degrees and Certificates* report.

This appendix will help you to answer question 5.6.

APPENDIX 7

Organizations Represented on Advisory Committees:

List them all. This appendix will help you to answer section 7.

APPENDIX 9

Grossmont WSCH Analysis

The link to the *WSCH-FTEF-FTES Analysis* report for 2008 forward is available from “reports”, which can be accessed by typing *reports* into your browser url. Note: you can access this site only from your Grossmont College office computer. Once in “reports”, select the *WSCH-FTEF-FTES Analysis* report.

This appendix will help you complete Appendices 12 and 13, along with section 10. This report will be provided to you from the Program Review Liaison but again feel free to look on your own.

APPENDIX 10

Department Equivalencies-Dropped?

APPENDIX 11

Success/Retention

This information comes from “reports”, which can be accessed by typing *reports* into your browser url. Note: you can access this site only from your Grossmont College office computer.

This appendix will help you complete section 5. This data will again be provide to you from the PR Liaison

APPENDIX 12

Grossmont College Program Review-Program Data Elements

This report comes from the district financial analyst. All you need to do is insert it into your appendix. The Program Review chair will request it for you and see that you get it. If you have any questions, contact the chair or Instructional Operations, x7153. This gives you your Total WSCH, Total FTES and Cost per FTES Data and will be used to fill in Appendix 13 and will help you answer questions in Section 10.

APPENDIX 13

Outcomes Profile

This is a quick glance sheet that you construct using the information off “Reports”, the Program Review Data Warehouse and Appendices 9 and 12. Contact your chair or coordinator for your “Other Revenue”.

For this chart you can find the following data at the indicated places below:

1. Semester/Year	Fall 20	Spring 20	Fall 20	Spring 20	Fall 20	Spring 20	Fall 20	Spring 20	Fall 20	Spring 20
2. Enrollment										
3. Earned WSCH/FTEF										
4. Total FTES										
5. Cost/FTES										
6. Total Cost/Fiscal Year										
7. Total Revenue										
8. Other Revenue										

COST – Cost will vary from one department/program to another for many reasons, e.g., department size. Further variation can be caused by (1) the specific step and class standing of the individual faculty members in a department/program, (2) the lack of costs associated with a chair or coordinator (i.e., another department is carrying this charge), and (3) the costs charged to the department/program for fulfilling a college or district function (e.g., miscellaneous reassigned time).

EARNED WSCH/FTEF – These numbers are found in “Reports” or can be taken from the Earned WSCH/FTE in Appendix 11-Grossmont WSCH Analysis Report. They reflect a department/program’s revenue per faculty costs. (“Earned” WSCH is actual student enrollment as compared to “Max” WSCH which is determined purely by classroom size.)

COST/FTES – These figures are taken from Appendix 14, Fiscal Year FTES Analysis by Program/TOPS report. They will most often inversely reflect the WSCH PER FTEF ratio (i.e., a department/program with a low COST PER FTES will have a high WSCH PER FTEF). If this is not the case, then the figures indicate that an above average percentage of the direct COST of the department/program is attributed to non-faculty costs.

TOTAL REVENUE – General fund money that the department/program earns from the state for each Full -Time Equivalent Student (FTES). For example, in spring 2010, the state paid \$4564.83 for Credit FTES and \$2744.96 for non-credit FTES. Other revenue is non-general fund money such as fees, grants, donations, non-resident student tuition. See below for yearly values allocated by the state per one FTES

See next page for more details:

Enrollment: Reports or Program Review Data Warehouse

Earned WSCH/FTEF: Appendix 9

Total FTES: Appendix 12

Cost/FTES: Appendix 12

Total Cost/Fiscal Year: Appendix 12 on the "Unrestricted" line.

Total Revenue: Multiply FTES by Credit Cost(from the state) Find the Credit Cost for each year below.

Credit Cost by Year Data (per FTES)

06/07 - \$4123

07/08 - \$4564.83

08/09 - \$4564.83

09/10 - \$4564.83

10/11- \$4564.83