



**ACADEMIC
PROGRAM REVIEW
REPORT**

PROGRAM
AWARDS OFFERED

[Replace with Date Completed]



GARDEN CITY
COMMUNITY COLLEGE

Archiving:

Faculty and Division Chair submit to Dean for approval. The Dean will place the review on a College Council agenda for review, discussion, and approval. Finally, the faculty will present a maximum 5-minute presentation on strengths, challenges, and planned actions to the Board of Trustees.

A copy of the finished review will be posted on the college's web site under the Assessment page.



Program Review Faculty and Dean Verification

By signing I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

Program Lead [Type Name] Date_____

[Type Name] Date_____

[Type Name] Date_____

[Type Name] Date_____

[Type Name] Date_____

I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Division Leader [Type Name] Date_____

As Dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Dean Date_____

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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[Note: programs utilizing external accreditation documents must still complete this table of contents and should cut and paste material into report.]

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Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

Component A - Mission and Context

A.1 Program Mission and Purpose State your program’s mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college’s structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

NOTE: The information for Data Tables required in Components B-E will be provided to the fullest extent possible by the Office of Institutional Effectiveness, Planning, and Research (IEPR). Data collection for faculty will be as of November 1 and student enrollment will be as of October 15 for students of the year prior to the submission of the report (follows IPEDS delineation). Programs *may* choose to update data beyond November 1 or October 15 of the year prior to the submission of the report. Data collection for student completion, GPA, and class size will end by June 30 of the year prior to the submission of the report. Programs may need to supplement the tables with information unavailable to IEPR. In such cases, programs *must* specify collection methods and dates (or date ranges). For example, faculty data are recorded at the department level and may not accurately reflect the program assignment. The program is encouraged to review faculty data and make adjustments according to program records. Please provide IEPR with any updated faculty data tables.

Data queries can be found in Earth Reports under Accreditation in the Program Review folder.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 Faculty Qualifications: Faculty listed below are those who taught courses for the program within immediate previous academic year as well as those on the current academic year's faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

| Faculty Qualifications | | | |
|---------------------------------|---|---|---|
| Name of Faculty Member | Highest Degree Earned and Date of Acquisition (provided by dept.) | Institution of highest degree (provided by dept.) | Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications |
| [Full-time faculty listed here] | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| [Part-time faculty listed here] | | | |
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B.2 Faculty Demographics

| Faculty Demographics | | | | | | |
|---|-----------|------|-----------|------|--------|------|
| | Full-time | | Part-time | | Total | |
| | Female | Male | Female | Male | Female | Male |
| a.) Faculty who are | | | | | | |
| Non-resident (International) | | | | | | |
| Asian | | | | | | |
| Black, non-Hispanic | | | | | | |
| Hispanic | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Native Hawaiian / Pacific Islander | | | | | | |
| Two or more races | | | | | | |
| Race/Ethnicity Unknown (Or Decline to Identify) | | | | | | |
| White, non-Hispanic | | | | | | |
| Totals | | | | | | |
| c.) Number of faculty with doctorate or other terminal degree | | | | | | |
| d.) Number of faculty whose highest degree is a master's, but not a terminal master's | | | | | | |
| e.) Number of faculty whose highest degree is a bachelor's | | | | | | |

B.3 Faculty Scholarship/Service: Provide, in tabular or report format, a comprehensive record of faculty scholarship/service for the last 5 years. In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

B.6 Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload. (get from your Dean's office).

| Faculty Workload (over past 5 years, ending Academic Year 2016-17) | | | | | | | | | | |
|--|-----------------------|--|--|--|--|---|--|--|--|--|
| Name of Full-Time Faculty | Semester Credit Hours | | | | | Administrative and other types of assignments in dept. (e.g., Division Leader, program review, other dept. tasks) | | | | |
| Academic Year [Please fill in academic years, i.e. 15-16.] | | | | | | | | | | |
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B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

B.7 Percentage of courses taught by full-time and part-time status: The following table includes the percentage of credit bearing courses taught by program faculty (by classification) during the five most recent years for which data are available.

| Percentage of Courses Taught by Faculty | | | | | |
|---|---------|---------|---------|---------|---------|
| Faculty Classification as of November 1 | 20XX-XX | [XX-XX] | [XX-XX] | [XX-XX] | [XX-XX] |
| Full-Time | | | | | |
| Part-time | | | | | |
| TOTAL | 100% | 100% | 100% | 100% | 100% |

B.8 Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the program often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

| Student: Faculty Ratio | | | | | |
|---------------------------------|---------|---------|---------|---------|---------|
| Academic Year | 20XX-XX | [XX-XX] | [XX-XX] | [XX-XX] | [XX-XX] |
| # of Full-Time Faculty | | | | | |
| # of Part-time | | | | | |
| FTE Faculty | | | | | |
| # of Full-Time Students | | | | | |
| # of Part-Time Students | | | | | |
| FTE Student | | | | | |
| FTE Student: FTE Faculty Ratio* | | | | | |

*Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

B.9 Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Insert table with End of Course Evaluation information here

B.11 Analysis of Teaching Effectiveness: Using data from the information above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the program curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

C.2 Assessment of Student Learning: Attach your program's most updated overall Annual Assessment Plans (Appendix C) and Annual Assessment Reports since your last program review (Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum? Diversity may include, but is not limited to, differences in religion, race, ethnic origin, nationality, socioeconomic status, sexual orientation, gender identity and expression, disability and political ideology.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

| As of Fall Census | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | Totals |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|--------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | |
| Non-resident (International) | | | | | | | | | | | |
| Asian | | | | | | | | | | | |
| Black, non-Hispanic | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | |
| American Indian or Alaska Native | | | | | | | | | | | |
| Native Hawaiian / Other Pacific Islander | | | | | | | | | | | |
| Two or more races | | | | | | | | | | | |
| Race/ethnicity Unknown | | | | | | | | | | | |
| White, non-Hispanic | | | | | | | | | | | |
| <i>Totals</i> | | | | | | | | | | | |

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the program so that it attracts a sufficient number of students who are a good fit?

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

D.7 GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

| GPA Trend | | | | | | | | | | |
|--|------------------------------|----------|------------------------------|----------|------------------------------|----------|------------------------------|----------|------------------------------|----------|
| | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | |
| | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg | Average GPA in major/program | GCCC Avg |
| Non-resident (International) | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Black, non-Hispanic | | | | | | | | | | |
| Hispanic | | | | | | | | | | |
| American Indian or Alaska Native | | | | | | | | | | |
| Native Hawaiian / Other Pacific Islander | | | | | | | | | | |
| Two or more races | | | | | | | | | | |
| Race/ethnicity Unknown | | | | | | | | | | |
| White, non-Hispanic | | | | | | | | | | |
| Female | | | | | | | | | | |
| Male | | | | | | | | | | |

D.8 Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

| Student Diversity—Completions | | | | | | | | | | |
|--|---------|------|---------|------|---------|------|---------|------|---------|------|
| | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | |
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| Non-resident (International) | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Black, non-Hispanic | | | | | | | | | | |
| Hispanic | | | | | | | | | | |
| American Indian or Alaska Native | | | | | | | | | | |
| Native Hawaiian / Other Pacific Islander | | | | | | | | | | |
| Two or more races | | | | | | | | | | |
| Race/ethnicity Unknown | | | | | | | | | | |
| White, non-Hispanic | | | | | | | | | | |

*Data are based on past federal IPEDS reports. Whenever possible, programs should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year’s data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. Programs may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a Retention Rates

| One-year retention rates (Fall to Fall) | | | | | | | | | | | |
|---|------------|----------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
| 5-year average | | Fall 20XX-20XX | | Fall [XX-XX] | | Fall [XX-XX] | | Fall [XX-XX] | | Fall [XX-XX] | |
| # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained | # in Cohort | % retained |
| | | | | | | | | | | | |

D-9b Graduation Rate (150% of time)

| Program 3-year graduation rates | | | | | | | | | | | | |
|---------------------------------|-------------|-------------|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 5-year total | | | Entering cohorts Fall semester | | | | | | | | | |
| | | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | |
| % Graduated | # in cohort | # Graduated | % graduated | # in cohort | % graduated | # in cohort | % graduated | # in cohort | % graduated | # in cohort | % graduated | # in cohort |
| | | | | | | | | | | | | |

D-9c Average semester credit hours for program graduates

| Program Average Semester Credit Hours at Graduation | | | | | | | | | | | | | | |
|---|--------------|-------------|---------|--------------|-------------|---------|--------------|-------------|---------|--------------|-------------|---------|--------------|-------------|
| Academic Year Graduates – Average Institutional and Transfer In Hours | | | | | | | | | | | | | | |
| [XX-XX] | | | [XX-XX] | | | [XX-XX] | | | [XX-XX] | | | [XX-XX] | | |
| # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH | # Grad | Avg Inst SCH | Avg Tsf SCH |
| | | | | | | | | | | | | | | |

D-9d Program Graduates Time to Degree

| Time to degree (Exiting cohort) (July 1 – June 30) | | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|--|
| [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | [XX-XX] | | | |
| Median Time (years) | # Graduated | Median Time | # Graduated | Median Time | # Graduated | Median Time | # Graduated | Median Time | # Graduated | | |
| | | | | | | | | | | | |

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program’s recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?
- b. List specific events/activities that the program uses to increase student retention and degree completion.
- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- d. Identify any areas in need of improvement for producing successful students.

Component E: Academic Opportunities and Class Size

E.1 Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

| Special Study Option | Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program | | | | | | | | | |
|--|--|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|-----------------------|-----------|
| | Academic Year [XX-XX] | | Academic Year [XX-XX] | | Academic Year [XX-XX] | | Academic Year [XX-XX] | | Academic Year [XX-XX] | |
| | # of students | Total SCH | # of students | Total SCH | # of students | Total SCH | # of students | Total SCH | # of students | Total SCH |
| Outreach program (aggregate) | | | | | | | | | | |
| Concurrent Enrollment (Outreach-HS) | | | | | | | | | | |
| Dual Credit Enrollment (Outreach-HS) | | | | | | | | | | |
| On-line courses-GCCC | | | | | | | | | | |
| On-line courses-EDUKAN | | | | | | | | | | |
| On-line courses-Contract | | | | | | | | | | |
| Face to Face courses | | | | | | | | | | |
| Internships/practica | | | | | | | | | | |
| Independent study, tutorials, or private instruction | | | | | | | | | | |
| Developmental courses | | | | | | | | | | |

E.2 Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

| Class Size per Academic Year | | | | | | | | |
|--|-----------|-------|-------|-------|-------|-------|------|--------|
| [Please fill in academic years, i.e. 15-16.] | 9 or less | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Totals |
| 2013-14 Class Sections | | | | | | | | |
| 2013-14 Class Sub-Sections | | | | | | | | |
| 2014-15 Class Sections | | | | | | | | |
| 2014-15 Class Sub-Sections | | | | | | | | |
| 2015-16 Class Sections | | | | | | | | |
| 2015-16 Class Sub-Sections | | | | | | | | |
| 2016-17 Class Sections | | | | | | | | |
| 2016-17 Class Sub-Sections | | | | | | | | |
| 2017-18 Class Sections | | | | | | | | |
| 2017-18 Class Sub-Sections | | | | | | | | |
| Totals Across 5 Years | | | | | | | | |

E.3 Non-credit Courses: Complete only if your department offered non-credit courses. If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

| Non-credit Courses | | | | | |
|--------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic Year | [Please fill in academic years, i.e. 15-16.] | | | | |
| Course | # of students completing | # of students completing | # of students completing | # of students completing | # of students completing |
| | | | | | |
| | | | | | |
| | | | | | |

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any program changes they recommend.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

Component G - Resources and Institutional Capacities

G.3 Revenue and Expense: Insert program data from at least five academic years. **Obtain this information from your Dean.**

G.3.1 Revenue and Expense Analysis: Are department revenues (tuition, state instructional support) covering expenses? What avenues for increasing revenues (in-state recruitment, Excel CTE, etc.) are available to the department? What strategies can be implemented for overall financial sustainability? (Some part of your program goals should specifically target financial sustainability.)

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measurable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if the program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if the program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

Program Goals with Recommended Action Steps

Program Name: _____ Date: _____

Include this document with your Program Review Report. Considering the totality of the program review report, use the table to set goals that, if met, would result in improved student learning, increased enrollment, retention, revenue, or other program indicators of success. Set reasonable, measurable, and achievable goals and identify clear action steps needed to obtain the goal. **This information serves as the basis for the Dean's Administrative Response, as well as ongoing strategic planning processes.**

(Attach **this** year's "Program Goals with Recommended Action Steps" as Template Appendix A in your program's **next** program review. See "Schedule for Academic Programs", Appendix A in the Academic Program Review Manual for dates of your next review. You may add rows to this table as needed.

| Component Area | Specific Goal or Desired Outcome to Maintain or Improve Program Quality. | Activity or Strategies to Achieve Goal (include responsible person) | Proposed start and end dates | Progress Metrics and timeframe for measurement | Resource requirement (in-kind & direct) | Priority of Resource Allocation (High, Medium, Low.) | Anticipated Impact on Educational Effectiveness & relation to GCCC Skills |
|--|--|---|------------------------------|--|---|--|---|
| A - Mission and Context | | | | | | | |
| B - Faculty Characteristics and Qualifications | | | | | | | |
| C - Quality of Curriculum and Student Learning | | | | | | | |
| D - Student Enrollment and Success | | | | | | | |
| E - Academic Opportunities and Class Size | | | | | | | |
| F - Student and Constituent Feedback | | | | | | | |
| G - Resources and Institutional Capacities | | | | | | | |
| Summary Conclusions | | | | | | | |

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above.

