

**GAVILAN COLLEGE
STUDENT SERVICES PROGRAM REVIEW
PILOT**

I. PURPOSE OF PROGRAM REVIEW

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office. The IEC will use a self-study report provided by each program or service followed by a review process to accomplish its purpose. The final goal of this process is the improvement of all services to students and programs at Gavilan College. The primary objective of the process is to assure the quality of student services and educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- To evaluate how well the Student Services unit functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, student needs and the needs of the community.
- To support institutional, program and student learning outcomes.
- To strengthen planning, decision making, and scheduling.
- To influence program development and improvement.
- To assess how services coordinate with other programs on campus.
- To improve the use of college/district resources.
- To establish the basis for changes to the strategic plan.
- To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests.
- To improve service to students.

II. PROCESS

Program Review is a systematic process for the collection, analysis and interpretation of data concerning a program and its services or curriculum. It will be utilized for making judgments about the effectiveness of the program and to facilitate improvement of the program. Validated recommendations for each program need to be linked and incorporated into the area program/service unit planning process, including linkage to institutional, program and student/program learning outcomes and proposals for scheduling, service improvement and /or curriculum changes, budgeting decisions, and hiring practices. The process involves a self-study and written report. The self-study will include data provided by the Office of Institutional Research and any additional data the program may wish to collect. The program review self-study should include interpretation of the data, commentary and finally the program's plans to address the findings of the self-study. A

major outcome of the process is a continual updating of the program's unit plans including budget requests for department operating budgets.

III. TIMELINE FOR PROGRAM REVIEW

A. Program review cycle will be between 3-5 years and will be established by a schedule published by the IEC. The Dean's Council may request programs be reviewed out of sequence because of cost, falling enrollment or needs assessment.

B. The following timeline will be observed by the committee and programs being reviewed:

The IEC Process and Time Line UPDATE

September	<ul style="list-style-type: none"> • Committee Notifies Units that they are schedule for Program Review Self-Study • Programs write Program Reviews/Unit Plans/Budget Requests
October	<ul style="list-style-type: none"> • Continue writing Program Review Self-Studies/Unit Plans/Budget Requests
November	<ul style="list-style-type: none"> • Program Review Self-Studies/Unit Plans/Budget Requests due to Supervisor late November
December	<ul style="list-style-type: none"> • Supervisor evaluates Unit Plans/Budget Requests and forwards to VP by end of December
January	<ul style="list-style-type: none"> • Program Review Reports Due to IEC end of January • Unit Plans/Budget Requests to Budget Committee
February	<ul style="list-style-type: none"> • IEC collects and reads Program Review Reports and prepares to meet with programs
March	<ul style="list-style-type: none"> • Committee Meets with programs to review reports
April	<ul style="list-style-type: none"> • Programs make adjustments to Program Review Reports based on IEC Feedback
May	<ul style="list-style-type: none"> • Program Review Reports forwarded to President's Council with committee comments for 1st meeting in May
June	<ul style="list-style-type: none"> • Program Review Reports/Budget recommendations to the Board

IV. Student Services Overview – To be completed by Vice President of Student Services

1. Unit Mission Statement
2. Institution-wide data on students served (for past three years)
3. Institution-wide data on scope of services
4. Unit-wide perspective on accomplishment of strategic goals and initiatives over the past three years
5. Organizational Structure in the division
6. Resources allocated to the division

V. Program Executive Summary – To be completed by each program

Please provide an executive summary, which is a description of the program. It is a general statement of the primary goals, any unique characteristics, concerns or trends affecting the program. Also, include significant accomplishments since the past review period and any significant changes or needs anticipated in the next three to five years. Summarize resource allocation increases and staff changes over the past four years. Lastly, include a list of recommendations (typically detailed in unit plans) for the short and long term (which should be supported by data provided in the overall report).

Thus, the executive summary should include at least the following elements:

- A description of the program;
- The primary goals of the program;
- Any unique characteristics of the program;
- Concerns or trends affecting the program;
- Significant accomplishments since the last review period;
- Resource allocation increases over the past four years; indicate what was done with these additional resources and what improvements to the program occurred (with supporting data, if available);
- If requested allocations were not received, was the program adversely affected; explain;
- Staff increases or reductions over the past four years; be specific as to job functions added or deleted;
- Any significant changes or needs anticipated in the next three to five years;
- A list of recommendations (typically detailed in unit plans) for the short and long term. This should be supported by data provided in the sections below.

VI. Program Review

1. Scope of Program

- a. Purpose of program (include program mission & program organizational chart)
How has the purpose, mission and organizational structure changed over the past three years?
- b. Program staffing & productivity
How has the staffing changed during the past three years?
- c. Student populations served
How have the populations served changed over the past three years?
- d. Number of students served (use past academic year data)
How have the numbers of student served changed during the past three years?
- e. List of services your program provides
How have the services provided changed over time? What factors have influenced a change in services? (data supported)
- f. Budgetary allocations (4-5-6's and 1-2-3's if applicable)
Provide an overview of how budget allocations have changed over the past three years?
- g. Comparison to other colleges (focus on staffing and number of students served)

2. Strategic Initiatives

- a. What specific accomplishments have occurred to support college-level strategic initiatives during the past three years (data to support how goals have been accomplished)
- b. What specific accomplishment have occurred at the unit or department level that demonstrate how goals have been accomplished (use data and include unit plans and unit plan reports to support)
- c. How has the service or program supported student success and retention over the past three years? What initiatives have been specifically developed to support success and retention? What were the specific, measured outcomes of these initiatives?
- d. Describe community outreach and/or articulation efforts and how this benefits the student populations served. (provide data to support the effectiveness of these efforts)
- e. Describe how the service coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.
- f. Briefly describe your programs strengths and weaknesses (utilize data to support your contentions)
- g. What are some of the needs or challenges facing your program (include support for your contentions)

3. Program/Student Learning Outcomes

- a. What has your program done to provide high quality of service to students?
- b. Complete the program/student learning outcomes matrix for your program.
Include your assessment plan, data collected, analysis of your data and next steps from the information you have gathered. Use program Outcome Matrix.

Institutional Outcome	Program/Student Learning Outcomes	Assessment/ Measurement	Result	Use of Results

4. Unit Plan/Budget Requests

- a. List short term/long goals for the next 3 years that will improve upon services provided.
- b. List objectives, measures and expected outcomes for each goal.
- c. Briefly describe how these goals are tied to/correlate with your Unit Plan, Strategic Plan, or the Educational Master Plan.
- d. Provide your current Unit Plan (required) and Budget Requests (if applicable).

5. Instructional Portion (If your program has a significant instructional component, please complete the highlighted Sections 5-8)

- a. Basic description of program. Include:

1. Enrollment and FTES

- ❖ Enrollment by top code over time (4 years)
- ❖ FTES by top code over time (4 years)
- ❖ Current enrollment by term last available census

2. Student Outcomes

- ❖ Success rate by top code and year (4 years).
- ❖ Retention rate by top code and year (4 years).

3. Staffing Data

- ❖ Instructional faculty headcount (by contract and hourly) (past 4 years)

- ❖ Faculty productivity (WSCH/FTEF) (past 4 terms)
- ❖ Ethnic and gender distribution of faculty

- b. Instructional budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable)
Provide an overview of how budget allocations have changed over the past three to five years?
- c. What were the results of any significant additional budget or resource allocations/reductions on your instructional efforts over the past three to five years?

6. Strategic Initiatives

- a. What specific curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives during the past three years? (For example, scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies).
- b. What results have you seen because of these modifications (include data if available)
- c. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes use?
- d. What are the program's methods for evaluating and modifying the contents of course offerings, please provide examples of the results of this process?
- e. What staff development efforts has your program undertaken?
- f. How is the program articulated with regional four-year colleges and universities and district high schools?
- g. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?
- h. If applicable, how has your program collected information and responded to the needs of the community/field (e.g. advisory council, surveys, focus groups, etc)?
- i. Briefly describe your programs strengths and weaknesses (utilize data to support your contentions)
- j. What are some of the needs or challenges facing your instructional program (include support and documentation for your contentions)? These should be addressed in your unit plan?

7. Program/Student Learning Outcomes

Complete the program/student learning outcomes matrix for your instructional program since the previous review. Include your assessment, results, and the use of these results on an annual basis.

Institutional Outcome	Program/Student Learning Outcomes	Assessment/ Measurement	Result	Use of Results

8. Unit Plan/Budget Requests for the instructional component of your program

- a. List short/long-term goals for the next three to five years that will improve your program.
- b. Briefly describe how these goals are tied to the Strategic Plan or the Educational Master Plan.
- c. Provide your current Unit Plan (required) and Budget Requests (if applicable).

VII. Student Services Global Summary: To be completed by the Vice President of Student Services.

- 1. Overview of accomplishments summarized from departmental reviews
- 2. Division-wide strengths, weaknesses, opportunities, and challenges for the next three years
- 3. Influences on future strategic planning
- 4. Evaluative measures that need to developed
- 5. Overall evaluation of the efficacy of all programs and services