GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM REVIEW

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 validation process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College.   The primary objective of the process is to assure the quality of the 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:

A.   To evaluate how well an instructional program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community.

B.   To strengthen planning, decision making, and scheduling.

C.   To influence program development and improvement.

D.   To assess the inter-relationships of programs (impact).

E.   To improve the use of college/district resources.

F.   To establish the basis for changes to the strategic plan

G.   To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests

H.   To improve student learning

II.   PROCESS (see Page 2 for details)

Program Review is a systematic process for the collection, analysis and interpretation of data concerning a program and its 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 planning process, including proposals for scheduling and curriculum changes, budgeting decisions, and hiring practices. The process involves a discipline self-study and written report, based on the questions posed in Section V. The self-study will include a review of data provided by the Office of Instructional Services and any additional data the program may wish to collect. The written report 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 plan including funding 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

September	**Establish review calendar** **Notify programs being reviewed** **Provide Orientation** **Begin Unit Plan updates**	**Deans will notify programs of yearly updates to unit plans and budget requests.**
October	**Begin work on Self-Study and statistics**	
November	**Continue work on Self-Study**	
December	**Conclude Self-study and Unit Plans and Budget Request Forms**	
January	**Self-study, Unit plans and Budget Request Forms to Deans Jan 31.**	
February	**Final Report to IEC Feb. 16** **Post documents on Research Website for review**	**All final yearly updates are due to the Deans.**
March	**Programs meet with IEC**	**The Dean will make sure the updated unit plan is connected to the budget request.**
April	**Programs meet with IEC**	
May	**IEC packet with all review documents submitted to President's Council.**	
June	**IEC packet with all review documents submitted to the Board of Trustees.**	

IV.   GUIDELINES FOR PROGRAM REVIEW SELF-STUDY REPORT

    A.   Preparing the self-study: (The Unit Plan, Budget Request Form, and any surveys you use should be labeled as attachments.)

        1.   Analyze and evaluate the data (see section B) to be used in developing responses to C-J (attach copies of the data used to the self-study):

        2.   Prepare an overall description and assessment of the program (see section C); and

        3.   Address each of the instructional areas of emphasis that are pertinent to your program (see sections D-I), make recommendations for both long term and short term, and update the program unit plan for implementation of the recommendations. See sections C-I for a guide in developing responses and J for updating the program's unit plan.

        4.   The program will relate their evaluations and recommendations to the College's Mission Statement, Institutional Goals and Priorities contained in the Strategic Plan .

        5.   The programs will identify the desired results of planned actions to include the expected impact of resource allocations on improvement in student learning.

    B.   Analyze and/ or comment on all areas pertinent to your program. Contact the Research Office for pertinent statistical data. (data for three years should be used, if available)

        1.   Enrollment and FTES

            a.   Enrollment by top code over time (4 years)
            b.   FTES by top code over time (4 years)
            c.   Full time vs. part time over time (4 years)
            d.   Current enrollment by term last available census

        2.   Student Outcomes

            a.   Success rate by top code and year
            b.   Retention rate by top code and year.
            c.   Number of majors by year
            d.   Number of degrees and certificates by top code and year.
            a. Other data elements needed to evaluate the impact of resource allocations

        3.   Staff Data (Provided by department)

            a. Faculty Headcount (by contract and hourly)

b.

c. Ethnic and gender distribution of faculty

d. Contract overload by year

e. Program Release Time

f. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant

g. Student Assistants

C. <u>Overall Description and Assessment of the Program</u>

The self-study shall begin with an executive summary, which is a short description of the program including basic skills, transfer level and noncredit courses. It is a general statement of the primary goals, objectives and outcome measures of the program, any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. This summary is a broad, general assessment versus the more detailed responses and <u>recommendations</u> for both long term and short term covered in the six instructional emphasis areas (D-I).

D. <u>General—Answer all questions that are applicable to your program.</u>

1. What program outcomes are established for student learning and what measures are used to assess whether these outcomes are met?

2. 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?

3. To what extent are writing skills, quantitative reasoning and critical thinking reinforced in each course of the program?

4. To what extent is the program encouraging the use of instructional strategies that involve students in the learning process?

5. To what extent does the program use technology in instruction?

6. What initiatives have been used to increase the program's WSCH?

7. To what extent has the program explored alternative scheduling approaches?

8. What innovative teaching approaches have been successfully used?

9. What other opportunities for learning exist in the program outside of the formal classroom, e.g., field trips, guest lecturers, travel, etc.?

10. To what extent are there adequate resources in the Learning Resource Center to support the program?

11. Are the college's non-classroom resources used effectively in the program and are additional resources needed?

12. What local and regional studies support the need for the program?

13. Does the program meet all local, state, and federal requirements?

14. Is the program articulated with regional four-year colleges and universities and district high schools?

15. To what extent does the program integrate or link with other disciplines? (include concepts such as learning communities, service learning and other student-centered learning strategies)

16. How is the program competitive with but not duplicative of similar programs at other community colleges, schools or community agencies within the region?

17. Does the program appropriately include distance learning opportunities such as television and web-based delivery modes?

18. Does the program include appropriate ladder-concepts, i.e. strata from certificate of achievement to transfer?

19. For vocational/technical programs, do occupational, professional, or trades and industry organizations at the state or national level as available/appropriate certify the program?

20. For vocational/technical programs, does the program lead to employment opportunities that provide an income equal to or above the level for a livable entry-level wage as determined by private industry councils and EDD data for the employment market(s) served by the college and/or program?

21. Does an active advisory council that participates in curriculum and economic development support the program?

22. Does the program include work-based learning strategies such as internships, apprenticeships, and other school-to-work transitional strategies appropriate to the occupation?

23. Does the program qualify for CalWORKs (if appropriate)?

E.   Curriculum

1.   What are the program's methods for evaluating the contents of course offerings?

2.   What degrees and/or certificates does the program currently offer?

3.   In what way do courses/programs (if applicable) support general education or other instructional programs?

4.   What procedures are being used to assure that current curriculum is adequately meeting the needs of students?

5.   What has the program done to validate the appropriateness of its degree and certificate requirements?

6.   Are the established prerequisite(s), co-requisite(s) or advisory(ies) consistent with Title V Regulations?

7.   If this is an occupational program, what role has the advisory committee played in shaping curriculum.

F.   Student Success

.   1.   To what extent are the students in your program meeting program student learning outcomes?

2.   Does the program offer basic skill level courses? If so, what is the success rate of the students enrolled in the courses?

3.   What are primary illustrations of the program's commitment to the matriculating student? For example, do we offer full course offerings, job placement, tutoring, facility and equipment access, etc.?

4.   What programmatic initiatives has the program made to meet the needs of part-time and non-traditional students? For example, scheduling, student services, office hours, library services, etc?

5.   What are the program's linkages to student support services? How does the program use student support services?

6. What efforts have been made by the program to recruit students into the program and provide liaison with the secondary schools?

7.   What initiatives have been made to improve student retention, program completion, and transfers?

8. What interventions identify and assist at-risk students?

9. To what extent do under-represented students participate in program course offerings? If participation rates are low, what has the program done to encourage greater participation?

10. What is the level of student satisfaction with the program's offerings and operation?

11. How well do Gavilan transfer students from the program do at four-year institutions compared to other community college transfer or four-year university students (when applicable data are available)?

12. How well does the program prepare students for a job? What are the indicators?

G. Staff Development

1. What staffing factors influence the effectiveness of the program (e.g., part-time/full-time ratios, and dependence on overloads)?

2. What areas of focus have been identified for future faculty/staff development?

3. What evidence is there that faculty members are staying current in their respective disciplines and instructional methodologies (e.g., workshops, conferences, course work, related work experience, advanced degrees)?

4. What recognitions have faculty members received?

H. Community Outreach and articulation

1. What has the program done to establish communication and cooperation with the secondary schools, Regional Occupational Program (R.O.P.) and four-year institutions (if applicable)?

2. If this is an occupational program, what noteworthy achievements have resulted from involvement with advisory committees?

3. How does the program coordinate with other programs and services to initiate community outreach activities?

I. Resources

1. What progress has the program made in obtaining the necessary resources (e.g., equipment, technology, grants, facilities, etc.) to enhance program effectiveness?

2. What staffing resources need to be added, deleted or changed?

3. What resource deficiencies have the area program experienced and how has this impacted the program?

J. <u>Unit plan</u>

1. From the assessment of paragraphs E through I, review and update the program's unit plan.

2. The unit plan is updated annually and will include activities, responsibilities and timelines. The unit plan will list each outcome the program is going to measure and explain how the program is going to measure it.

3. The unit plan is a document that should be aligned with the budget request process.

K. Budget Request Forms

1. Create a three year funding request as appropriate to ensure resource requests are included for consideration in the annual budget development process. The requests should consider a three year planning cycle. Consider the following resource areas:

    a. Personnel
        i. Faculty
        ii. Professional Support Staff
        iii. Administrative staff and support
        iv. Adjunct faculty, professional experts and other expert services
    b. Equipment
    c. Supplies
    d. Other Resources

2. Identify desired outcomes from Budget Requests.
    a. What data elements are to be monitored to determine if desired outcomes are achieved
    b. How will student learning improve as a result of these resource allocations