

# **ACADEMIC PROGRAM REVIEW HANDBOOK**



**GROSSMONT COLLEGE**

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ACADEMIC PROGRAM REVIEW.....	3
PURPOSE AND GOALS .....	3
HISTORY.....	4
PROCESS.....	5
MEMBERSHIP .....	7
PREPARATION OF THE SELF-STUDY REPORT .....	8
Instructions on Gathering and Preparing the Appendices .....	9
DEFINITIONS OF TERMS.....	11
DEPARTMENT/PROGRAM REVIEW .....	14
SECTION 1 – OVERVIEW .....	14
SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES .....	15
SECTION 3 – STUDENT ACCESS AND SUCCESS .....	17
SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES.....	18
SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION.....	19
SECTION 6 – FISCAL PROFILE.....	19
SECTION 7 – SUMMARY .....	20
SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS.....	20
FINAL CHECKLIST .....	21
APPENDICES.....	22
1. The Educational Master Plan.....	23
2. Previous Program Review Summary.....	23
3. Catalog Descriptions .....	23
4. Course Status.....	24
5. Grade Distribution Summary .....	25
6. Results of Student Survey .....	25
7. Statistical Data: Outcomes Profile .....	25
8. Efficiency Report .....	25
9. Degrees and Certificates Awarded.....	25
10. Sabbaticals, Conference, Workshop and Staff Development Activities .....	26
11. Department Equivalencies.....	27
12. Subject Wsch Analysis Report.....	27
13. Fiscal Year Ftes Analysis By Program Report.....	27
14. Fiscal Data: Outcomes Profile .....	28

# 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 initiation, expansion, contraction, consolidation and termination of programs and the allocation of resources to those 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 program.

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, College President, Vice 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 as appropriate at the conclusion of Phase 1 (the first full Program Review cycle).

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.

## **PROCESS**

Steps in the process of the Academic Program Review are summarized below.

### **STEP 1 – 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 by Institutional Research, and a list of recommendations to be carried out by the department/program in light of that analysis.

### **STEP 2 – PROGRAM REVIEW COMMITTEE ASSESSMENT**

Upon receipt of the self-study, the Academic Program Review Committee will meet with members of the department/program to review the report. In this meeting, the faculty will be provided the opportunity to clarify and expand on the self-study report and, in conjunction with the Academic Program Review Committee, develop suggestions and recommendations to enhance the department/program success.

The following process will be applied to all academic departments/programs currently in place at Grossmont College. Academic departments/programs are identified through the Taxonomy of Program (TOP) codes used by the Chancellor's Office of the California Community Colleges.

1. All academic departments/programs and the Learning Resource Center will be reviewed on a regular basis - at least once every six years.
2. When an academic department/program or the LRC is scheduled for review during a particular school year, the appropriate Dean and Department/Program Chairperson or Coordinator will be notified. The Academic Program Review Committee will meet with the division to be reviewed during Professional Development week of the semester prior to the year in which the review process will take place. The Committee and members of the division will discuss and clarify the self-study process. This will also allow ample time for departments/programs to compile annual data into the program review report. All departments/programs within the division will be reviewed in the subsequent year.
3. Academic department/program members will conduct the self-study, examining data from the office of Institutional Research, and answering standard questions contained in the guide entitled Academic Program Review provided by the committee. The report containing the results of the self-study will be due early in the semester that it is being reviewed.
4. 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 Department/Program Chair/Coordinator and Dean. The department/program, in consultation with the dean as needed, will provide written responses to the questions.
5. 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.

6. Following the response of the department/program to the questions, the committee will formulate its final commendations and recommendations regarding the department/program.
7. When the review process has been completed, the committee will submit a written final report to the Department/Program Chair and the Division Dean. The report will contain (a) a recommendation to increase, maintain, reduce, re-review, or eliminate the Department/Program, and (b) specific recommendations for change.
8. The Academic Program Review Committee will meet with the President, VPAA, department/program representatives and deans and College and Community Relations Manager to discuss the final recommendations. The President and Chair of the Academic Program Review Committee will sign the final report.
9. The Program Review committee will send the final report to the President, Academic Senate, appropriate Dean and Department/Program Chair or Coordinator.
10. The chairperson of the Academic Program Review Committee will present the final report to the Governing Board.

### **STEP 3 – FOLLOW UP**

1. The Vice President of Academic Affairs will meet with the Department/Program and Dean 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 Program Review recommendations.
3. The recommendations of the Program Review Committee will be used as part of the criteria for making decisions in the committees of the Planning and Budget Council.

## **MEMBERSHIP**

The membership of the committee shall consist of:

- Seven faculty members to include the following representatives: 1 from each division, 1 Academic Senate representative at large, 1 representative from the Library, and/or 1 representative from Counseling
- Vice President of Academic Affairs
- Dean of the division under review
- Dean of the division to be reviewed next
- 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 from the Instructional Operations Office or the Program Review Committee chair. Samples of previous program review self-study reports are available in the Faculty Study and the Instructional Operations Office.

1. Program Review is the responsibility of the entire department or program. United Faculty has negotiated a .20 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/program decides who will receive the reassigned time and for what semester, notify the division dean so that appropriate hire letters can be generated.
2. Academic departments/programs are expected to solicit participation from as many full-time and part-time department/program members as possible. Best practices to ensure broad input include one or a combination of the following:
  - The department/program selects who will receive the release time to coordinate the self-study and review. For purposes of this document, this person will be referred to as the editor
  - 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 as possible.
3. The department/program/program has two representatives on the committee, the dean and the division representative. They can be excellent resources throughout this process. Also feel free to contact the Program Review Chair if you need clarification.

When writing the self-study:

1. Provide all the information requested.
2. Print all responses on white paper. This makes duplication easier.
3. Number all pages of the self-study report.
4. Answer all questions clearly and specifically in paragraph form. Cite sources used.
5. Submit the report by the due date. It is essential that the review timeline be maintained.

## Instructions on Gathering and Preparing the Appendices

1. **The Educational Master Plan** – Your department chair should have the most recent version of your Educational Master Plan. If not, check with your Dean.
2. **Previous Program Review Summary** – Your department chair should have a copy of the last program review summary. If not contact Instructional Operations x7153.
3. **Catalog Descriptions** – From the most recent catalog, copy the courses of instruction descriptions. If you have a degree or certificate, copy these pages as well from the Associate Degree section.
4. **Course Status** – Use this form to summarize your work with curriculum and scheduling. Information on when course was last updated, last offered and the status of alignment will be provided to you by Instructional Operations x153. Check the last few schedules for times offered.
5. **Grade Distribution Summary** – This will be provided to you by Instructional Operations. If you have questions or are missing pages contact x7154
6. **Results of Student Survey** – At the beginning of your program review process, contact Institutional Research, x7736. There is a basic survey with an area that you may customize to meet your department or program needs. Institutional Research will help you to determine the appropriate sampling for your department or program. After you administer the survey, they will compile the results and email them back to you for inclusion and consideration in your self study.
7. **Statistical Data Outcomes Profile** – This information comes from the Data on Demand Program. Go to the District site [www.gcccd.net](http://www.gcccd.net). Click on Departments, Research Planning and Academic Development, Data on Demand. If you do not have the user name and password, contact Institutional Research at x7736. We will provide an orientation to Data on Demand when you begin your program review process.
8. **Efficiency Report** – This will be generated by the Institutional Research Department and emailed to you. Contact x7736 if you have questions.
9. **Degrees and Certificates Awarded** – This is available through Data on Demand (see 7 above).
10. **Sabbaticals, Conference, Workshop and Staff Development Activities** – Circulate this form among the full and part-time members of your faculty. In some cases it may also be relevant for classified staff.
11. **Department Equivalencies** – You department chair or coordinator should have this information. If not, contact the secretary for the Vice President of Academic Affairs, X7103
12. **Subject WSCH Analysis Report** – Currently Instructional Operations will pull this report for you, x7153. You may also find the information in Data on Demand.

**13. Fiscal Year Analysis by Program Report** – This report comes from the district financial analyst. 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.

**14. Fiscal Data: Outcomes Profile** – This is a handy, quick glance sheet that you construct using the following sources:

**Enrollment:** Appendix 7: Enrollment Success and Retention

**Earned WSCH/FTEF:** Appendix 8: Grossmont Efficiency

**Total FTES:** Appendix 13: Fiscal Year FTES Analysis by Program Report

**Cost/FTES:** Appendix 13

**Total Cost/Fiscal Year:** Appendix 13

**Total Revenue:** Multiply Total FTES by \$3500. This represents the general fund money that the department or program earns for each Full Time Equivalent Student (FTES).

**Other revenue:** This may not apply to all departments or programs but represents other sources of income such as grants.

**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 include part-time faculty and classified staff if this is alignment with your department or program. 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.

**COURSE STATUS REPORT** – This chart displays each information on each course within a department/program including last update of the outline, status of alignment with Cuyamaca, times the course is offered the last date the course was last offered.

**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)** – (Formerly known as ADA.) 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 FTES = 15 (student contact hrs/week) X 35 (weeks) = 525 (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:

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

For more detailed formulas, including the Census Week Formula, Census Daily Formula, Actual Hours of Attendance Formula and the Independent Study/Work

Experience/TV Formula, contact the Director of Admissions.

**FULL TIME EQUIVALENT FACULTY (FTEF)** (also known as LED) – Courses with the sum of 1.0 LED in any given semester.

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

**LOAD EQUIVALENCY DECIMAL (LED)** – LED is a way of calculating faculty load by converting hours to a percent.

**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 2006 and Spring 2007 semesters.

**REVENUE** – All funding generated by internal sources (FTES, fees, etc.) or external sources (grants, contracts, donations, etc.).

**RETENTION** – After first census, the percent of students earning any grade but a W in a course or series of courses. To figure retention by course, as reported in the Grade Distribution Summary Report, subtract the "W"s from the total enrollment and divide that number by the total enrollment.

**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

Within this definition, individuals from one gender who comprise less than 25% of the individuals employed in each such occupation or field of work, based on employment statistics, not enrollment data, are defined as students preparing for nontraditional training and employment.

**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 CR 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. The California Community College Chancellor's Office monitors programs offered throughout the state and requires the use of TOP numbers for reporting purposes. 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 *FTEs*. 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. For example, a class of 40 students meeting from 08:00 - 08:50 three days per week would generate 120 *WSCH*.

**WSCH PER FTEF** – The ratio of Weekly Student Contact Hours (*WSCH*) to Full-Time Faculty Equivalency (*FTEF*). Essentially, this is a measure of faculty load.

# DEPARTMENT/PROGRAM REVIEW

## SECTION 1 – OVERVIEW

Department/program history, recent trends, response to last program review recommendations.

### Concise History

- 1.1 Introduce the self-study with a brief department/program history. Describe any unique characteristics, concerns or trends affecting the program and any significant changes or needs anticipated in the next three years. 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 department/program. Remember that this is a broad general assessment versus the more detailed responses and recommendations covered in the following emphasis areas (1 page maximum).

### Department/program Goals

- 1.2 **Appendix 1** contains the most recent Educational Master Plan for the department/program. Make comments on the following:
- Which goals have been met?
  - What actions have been taken in achieving these goal and objectives?
  - What obstacles have been encountered?
  - How have these goals changed and why?

### Implementation of Past Program Review Recommendations

- 1.3 **Appendix 2** contains the most recent Program Review Committee recommendations for the department/program. Describe changes that have been made in the department/program in response to recommendations from the last review.

### Advisory Committee Recommendation

**Some disciplines such as ESL and vocational programs are required to have advisory committees. Answer this question if this is applicable to your department/program.**

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

## SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

In **Appendix 3, Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see “Course of Instruction” section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section).

To complete **Appendix 4 Course Status**, review your course outlines and complete the form in the appendix to reflect currency of the courses, offerings, and alignment status.

- 2.1 Review all course outlines and comment on where your department/program is in the process of maintaining currency. Verify that the course outlines reflect the writing, reading, and problem-solving skills, quantitative reasoning, and critical thinking across the department/program's curriculum.
- 2.2 Explain how the department/program maintains academic standards, integrity and consistency to assure that current curriculum adequately meets students' needs (e.g., general education, prerequisites, job-specific training, transfer). Explain how the department/program ensures that all instructors teach to the official course outline.
- 2.3 Using **Appendix 5, Grade Distribution Summary Report**, comment on retention and grading variability figures. Discuss any specific courses that have unusual retention patterns or grading variances.

*To figure retention percentages, subtract the "W's" from the total enrollment and divide that number by the total enrollment.*

- 2.4 Describe strategies employed to ensure consistency in grading in multiple section courses (e.g., mastery level assessment, writing rubrics, departmental determination of core areas which must be taught).
- 2.5 Describe how your department/program encourages students to extend learning outside of the formal classroom.
- 2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum?
- 2.7 In **Appendix 4, Course Status**, list the courses in the department/program that are duplicated at Cuyamaca College and identify their alignment status. Comment on courses which have not been aligned and describe the plans for alignment.

## **Innovation/Special Projects/Community Involvement**

- 2.8 Describe instructional innovations and/or special projects undertaken by the department/program or individual faculty members, including the use of technology.
- 2.9 With the interest and needs of the community in mind, describe any outreach or community activities initiated by the department/program.
- 2.10 Provide specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process.
- 2.11 Explain the department/program's relationship to others on campus (e.g., fulfill prerequisites for other general education programs, cross-listing, interdisciplinary course offerings, learning communities.)

## **Campus Resources**

- 2.12 Indicate what the department/program has done to formalize links with the following college support services:
  - Learning Assistance Centers (Biology Learning Center, English Writing and Reading Centers, Math Study Center, Tutoring Center)
  - Technology Mall
  - Instructional Media (upstairs in the Library Technology Resource Center)
  - others
- 2.13 Evaluate and provide a summary of the current status of library resources related to the department/program. Use the subject-specialist librarian assigned to your department/program to assist in the evaluation. Consider books, periodicals and online resources.
- 2.14 Describe the working relationship between the department/program and the Counseling Department in terms of exchanging specific and current information about your department/program that counselors can use to help students develop education plans and make career decisions.
- 2.15 Comment on the results of the student survey, **Appendix 6**, regarding campus resources.

## **Articulation**

- 2.16 List the courses that have been formally articulated with the high schools and/or four-year universities. A good resource for this would be Tech-Prep for the high school list and the ASSIST web site for the four year institutions.

- 2.17 Describe the status of articulation with the CSU and UC systems as well as with regional private universities and other entities. Describe how the program ensures that transferable courses are current and articulate with four-year institutions.

### **SECTION 3 – STUDENT ACCESS AND SUCCESS**

- 3.1 In addition to the innovations listed in 2.11, describe specific ways the department/program has adjusted or developed curriculum to foster student success (e.g., addition of pre-collegiate introduction courses, bridge courses, variable unit courses, on-line courses, honors courses, web enhanced learning).
- 3.2 Analyze **Appendix 7**, Statistical Data: Outcomes Profile, and comment on strategies utilized to address the needs of the various cohort groups. Provide specific strategies that have been used to meet the different needs of your students (e.g. re-entry, academically under prepared, working, disabled, limited English.)
- 3.3 If state or federal licensing/registration examinations govern the program, please comment on student success.
- 3.4 Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department/program. Include activities your faculty have implemented to provide closer connections to primary, secondary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.
- 3.5 Referring to **Appendix 7**, Statistical Data, Outcomes Profiles, **Appendix 8**, Efficiency Report, and **Appendix 5**, Grade Distribution Summary Report, comment on emerging trends of course completion, success, retention, and enrollments.
- 3.6 Referring to **Appendix 9** if the department/program offers a major or certificate in the college catalog, comment on the trends regarding number of students who earn these degrees and/or certificates.

## SECTION 4 – DEVELOPMENT OF HUMAN RESOURCES

**In Appendix 10, complete Conference, Workshops, Staff Development and Sabbaticals forms.**

- 4.1 Describe how participation in activities listed in **Appendix 10** have resulted in improvement in curriculum and instruction.
- 4.2 Forecast your staff development needs both within and outside of the institution.
- 4.3 Describe how the members of the department/program are helping to shape the direction of the college (e.g., writing grants, serving on college/district committees, task forces, Academic Senate representation, etc.).
- 4.4 Describe how the members of the department/program contribute to the community beyond the college, locally, statewide, nationally.
- 4.5 Describe how decisions are made in your department/program.
- 4.6 Describe how computer resources, such as the Internet, department and faculty web pages, and email are used by faculty in the department/program.
- 4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in **Appendix 11**.
- 4.8 List and describe the duties of classified staff, work study and student workers who are directly responsible to the department/program.
- 4.9 Discuss staffing factors that influence the effectiveness of the program. Does your department/program need to decrease, maintain, or increase the number of full-time faculty? Support your response with enrollment trends, future outlook for your department/program and any information related to changes in the economy, business or human services needs. Include discussion of part-time vs. full-time ratios and dependence on overloads.

## SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

Refer to **Appendix 7** for efficiency. Enrollment will come from Data on Demand; **Appendix 5** has the sections and class sizes. **Appendix 12** shows % of max.

- 5.1 Using **Appendices 7 and 8**, comment on student success figures since the last program review. How does this compare to the campus-wide figures?
- 5.2 Analyze and comment on any trends in enrollment, numbers of sections offered, average class size and efficiency.
- 5.3 Comment on any sections that are historically under-enrolled and discuss strategies that might increase enrollment.
- 5.4 Comment on the adequacy of facilities (e.g., does the room size and configuration fit the teaching strategies?) and equipment for meeting instructional needs.
- 5.5 How does room availability affect your enrollment?
- 5.6 Discuss alternatives your department/program have explored including off-site offerings.
- 5.7 Comment on the results of the Student Survey, **Appendix 6**, focusing on class times and facilities.

## SECTION 6 – FISCAL PROFILE

- 6.1 Using **Appendix 12**, Subject WSCH Analysis Report: comment on trends reflected in the column "Earned WSCH/FTE(F)" for your overall department/program, and for specific courses over a five year period.
- 6.2 Using **Appendix 14**, Fiscal Data: Outcomes Profile: analyze and comment on Earned WSCH/FTEF and Cost/FTES of the department/program.
- 6.3 If the department/program receives any outside financial support or subsidy, list those sources and the amount. Describe how the additional resources are used and how they relate to the regular college budget.

## **SECTION 7 – SUMMARY**

7.1 Summarize department/program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- development of human resources
- fiscal stability

## **SECTION 8 – CONCLUSIONS AND RECOMMENDATIONS**

8.1 Make a rank-ordered list of department/program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 7. Do not limit recommendations to only those dealing with 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 which 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.
- 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 fifteen (15) copies of the report to the Instructional Operations Office (room 109).

**Remember your report is due \_\_\_\_\_.**

## **APPENDICES**

APPENDIX 1

**1. The Educational Master Plan**

APPENDIX 2

**2. Previous Program Review Summary**

APPENDIX 3

**3. Catalog Descriptions**



APPENDIX 5

**5. Grade Distribution Summary**

APPENDIX 6

**6. Results of Student Survey**

APPENDIX 7

**7. Statistical Data: Outcomes Profile**

APPENDIX 8

**8. Efficiency Report**

APPENDIX 9

**9. Degrees and Certificates Awarded**



APPENDIX 11

**11. Department Equivalencies**

APPENDIX 12

**12. Subject WSCH Analysis Report**

APPENDIX 13

**13. Fiscal Year FTES Analysis By Program Report**

APPENDIX 14

**14. Fiscal Data: Outcomes Profile**

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 taken from the Earned WSCH/FTE column in Appendix 12, Subject 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 were taken from Appendix 13, 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 FY01-02, that amount was \$3,500. Other revenue is non-general fund money such as fees, grants, donations, ROP, non-resident student tuition.