

Department/Unit Name:	Department/Unit Contact:
Program/Sub-Unit Name (ex: UMOJA)*:	Program/Sub-Unit Coordinator:
Department/Unit Dean or Supervisor:	Date of Last Comprehensive Program Review:

*Note: As a unit, please determine if a separate AUP is needed for programs or sub-units within your area.

Introduction and Instructions

Annual unit planning forms a bridge between the goals and recommendations documented in Comprehensive Program Review and the college's annual resource prioritization and allocation process. This process helps units/programs (and the college as a whole):

- make better decisions based on data and documented needs
- link resources to program goals and activities
- create institutional memory and evidence of continuous improvement.

Please note that if your unit/program submits requests for resources, your Annual Unit Plan (AUP) will be used by the prioritization committee(s) to help provide context and rationale for the request. **To complete the AUP, answer the questions below, thoughtfully and succinctly, with consideration for how your unit/program supports fulfillment of the Grossmont College mission statement:**

Grossmont College provides an exemplary higher education learning environment through comprehensive and innovative instructional programs and student support services.

By advancing equity and inclusion, we prepare our diverse student population to lead and engage with local and global communities.

We fulfill our mission by providing the people of East San Diego County with:

- Associate/transfer degrees and certificate programs
- Career education and workforce development
- Preparation for collegiate success
- Exploration of academic and career options
- Lifelong learning opportunities

INTRODUCTORY SECTION: MISSION & PURPOSE

1.0 Mission

Place mission statement here

1.1 What purpose does your unit serve?

Briefly (150 words or less) explain the purpose of your services.

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1.2 What impact does your unit have on student success?

Briefly (150 words or less) reflect on the impact your unit has on student success

SECTION TWO: SERVICES AND DELIVERY

2.0 Description of Services

Briefly (300 words or less) describe the services your unit provides

2.1 Methods of Delivery

Briefly (150 words or less) describe how your services are delivered

2.2 Access to Services

Briefly (250 words or less) describe how your services are accessed

2.3 Members of Your Team

Please list the members of your team along with their title and/or role

2.4 Changes and Adjustments to Services and/or Delivery (e.g., due to COVID-19, etc.)

Briefly (250 words or less) describe any changes that have been necessitated by unforeseen or other circumstances

2.5 Website Maintenance

Briefly (250 words or less) describe the work you have done to maintain your web page.

SECTION THREE: OUTCOMES ASSESSMENT

3.1 What **SSOs, SLOs, and/or performance metrics did your unit/program assess during the prior academic year?**

List below (or attach a list).

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3.2 The results of your assessments need to be uploaded in TracDat/Nuventive Improve at least once every semester. Please indicate the date when you last uploaded assessment results:

Date

3.2 A. What observations emerged from your unit/program's analysis of its assessment results?

Using the sample prompts below, briefly (400 words or less) reflect on your unit's outcomes assessment results.

Sample Prompts:

- What do students say about our programs/services (use survey results)?
- Are we serving students equitably?
- Where are our gaps?
- Are we staffed appropriately for what we are trying to achieve?
- Do we have the right people in place? Do we have enough of them?
- Are there certain issues that are taking a disproportionate amount of our time and resources?
- Are we working with adequate technology?

A. Closing the Loop: What actions is your unit taking in response to these results?

Use this field to provide a brief (250 words or less) summary of your next steps, or attach additional documents as needed.

3.3 A. What trends or patterns emerged from analysis of other disaggregated data (e.g., utilization of services, retention, academic transfers, degree and certificate awards, etc.) related to your unit's mission?

Briefly (400 words or less) reflect on any trends noted in your unit's analysis of its data, noting any potentially negative or disproportionate impacts for any groups of students. Data sources could include recent program review data, data from the Reports server, data from the [RPIE dashboards](#), etc. Feel free to contact the CPIE Office for additional assistance.

Notes:

- Please specify what datasets or reports you considered and how the results were disaggregated for populations relevant to the mission of your unit/program – for example, by race/ethnicity, gender, age, etc.; by program, service, etc. (attach a screenshot or Excel file if easier).
- If you offer services in both online and face-to-face modalities, please note any patterns or trends that emerge when you disaggregate results.

B. Closing the Loop: What implications might the observations noted in questions 3.4A have on your unit/program's planning over the next year? What actions might your unit/program take in the next year?

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Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.3A

3.4 A. Does your unit/program regularly explore the ways that its policies and practices (e.g., hours of operation, intake forms, delivery of services, syllabi [for courses], etc.) might inadvertently serve as a barrier to student equity?

- No
- Yes (Please describe below)

Briefly (300 words or less) describe how your unit/program engages in dialogue around the identification and elimination of barriers to student equity.

B. Closing the Loop: What implications might the information noted in questions 3.5A have on your unit/program's planning over the next year? What actions might your unit/program take in the next year to address barriers to student equity?

Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.4A

SECTION FOUR: CURRICULUM REVIEW AND PLANNING

4.1 Please provide the following information about your official course outlines (CORs).

- Total number of active CORs for the discipline(s) in your area _____
- Total number of CORs between one and three years old _____
- Total number of CORs between four and five years old _____
- Total number of CORs six years or older* _____

*Note: CORs must be updated and reviewed by the Curriculum Committee every six years and are to be completed *prior* to the comprehensive six-year program review.

Upload Curriculum Review Plan Here

SECTION FIVE: PROGRESS ON GOALS FROM LAST PROGRAM REVIEW

- 5.1 Goal*:**
- Progress:**
- Goal*:**
- Progress:**
- Goal*:**
- Progress:**

***Goals should align with the following Strategic Priorities or Institutional Plans:**

- Outreach
- Engagement
- Retention
- Institutional Capacity
- Student Equity Plan
- Other (please describe below)

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Student Services Units

- 5.2 Grossmont College has built the goal of achieving educational equity¹ into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your unit/program begun to support this institutional goal (e.g., unit/program/division discussions on disaggregated data; implementation of equity-focused best practices; equity-focused changes in curriculum or scheduling, etc.)?**

Briefly (250 words or less) describe the equity work you have done

- 5.3 Problems to Be Solved**

Use this field to provide a brief (300 words or less) explanation of the problem and proposed solution here.

SECTION SIX: RESOURCE REQUESTS

- 6.1 Based on the information entered in Sections 1-5, what resources does your unit/program need in order to make continued progress towards its goals and/or address problems described in 5.3?**

- Faculty Staffing
 Classified Staffing
 Facilities
 Instructional Technology
 Professional Development
 Research and/or data analysis
 Other needs not covered by current budget (i.e., general budget increase)

- 6.2 For each resource type selected in section 5.1, please complete a corresponding request form. Attach a copy of the completed request form to the end of this AUP form.**

Resource Type	Request Form	Requests Prioritized By
Faculty Staffing	Link	Faculty Staffing Prioritization Committee
Classified Staffing	Link	Classified Staffing Prioritization Committee
Facilities	Link	Facilities Committee
Instructional Technology	Link	Technology Committee
Professional Development	Link	Professional Development Committee
Research and/or data analysis	Link	CPIE and/or PIEC
Other needs	Link	Budget Committee

¹ This committee's prioritization process is either already in process for 2019-20, or is currently being developed. Please contact the CPIE Office directly for information about how to proceed.

¹ **Educational equity** is not the same as equality. In decisions regarding educational equity we must consider: 1) **Access**- equal opportunity to gain entry to services; (2) **Process**- a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance; and (3) **Outcomes**- all students are provided educational experiences that ensure the achievement of certain uniform goals and objectives.

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6.3 If your unit/program has ideas for innovations or projects that don't fit neatly into the categories listed above, please describe below and consider completion of an innovation request form. The form is in process as of Dec. 2020 – please contact the CPIE Office for next steps.

Comments:

Use this field to provide a brief (150 words or less) explanation of how this goal supports the Strategic Priorities selected above.



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