GOAL COLLEGE
INSTITUTIONAL SUPPORT PROGRAM SELF STUDY
Instructions

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 and in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Evaluating Institutional Effectiveness in Program Review". 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 programs and services at Gavilan College, and to achieve sustainable continuous quality improvement as per accreditation standards. 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 a program functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, accreditation standards, 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 collaboration between instructional programs.
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 and encourage instructional innovation.

PROCESS AND 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:
<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| September| Second committee notification of programs that they are scheduled for Program Review Self-Study and orientation scheduled.  
           | Programs write Program Reviews/Program Plans/Budget Requests          |
| October  | Continue writing Program Review Self-Studies/Program Plans/Budget Requests |
| November | Program Review Self-Studies/Program Plans/Budget Requests due to supervisor late November |
| December | Supervisor evaluates Program Plans/Budget Requests and forwards to VP by end of December |
| January  | Program Review Reports Due to IEC end of January  
           | Program Plans/Budget Requests to Budget Committee                      |
| February | IEC collects and reads Program Review Reports and prepares to meet with programs |
| March    | Committee meets with programs to review reports                        |
| April    | Programs make adjustments to Program Review Reports based on IEC feedback |
| May      | Program Review Reports forwarded to President’s Council with committee recommendations and comments.  
           | First notification of Program Review Self-Study required for next academic year |
| June     | Program Review Reports/Budget Recommendations to the Board            |
Program Review
I. Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

<table>
<thead>
<tr>
<th>Title</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Faculty - FT</td>
<td></td>
</tr>
<tr>
<td>Faculty - PT</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
</tr>
</tbody>
</table>

II. Program Progress (What have you done since your last review)
A. Purpose of program (include program mission & goals if available).
B. Describe the services your program provides (provide any data, which indicates performance in the service areas).
C. How have the services provided changed over time? What factors have influenced a change in services? (Provide data if available.)
D. Describe how your program coordinates with other programs on campus. Provide specific examples of how this collaboration has benefited students.
E. What specific accomplishments have occurred to support college-level strategic initiatives during the past three years? (Provide data from Program Plans or other sources to support how goals have been accomplished.)
F. 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?
G. If appropriate, are all aspects of your program's services available to students who may be online only?
   If they are not available, what is your plan to offer these services?
   If you are offering these services, what evidence do you have that they are of comparable quality to in-person services?
H. How has the staffing changed during the past three years?
I. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable)
   See sample below.

<table>
<thead>
<tr>
<th>Operational Costs</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter your data:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Instructional Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
J. If your program has an instructional component, please answer the following questions:
   1. Basic description of program
      i. Enrollment and FTES
      ii. Enrollment by top code and course over time (4 years)
      iii. FTES by top code over time (4 years)
      iv. Current enrollment by term last available census
   2. Student Outcomes
      i. Success rate by top code and course and year (4 years)
      ii. Retention rate by top code and course and year (4 years)
   3. What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success 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)?

K. Provide an overview of how budget allocations have changed over the past three years.

L. Provide a comparison of other colleges’ services and staffing. (See matrix for examples)

<table>
<thead>
<tr>
<th>College</th>
<th>FTES</th>
<th>Program Services</th>
<th>Staffing</th>
<th>Comments</th>
</tr>
</thead>
</table>

Please go to [http://datamart.cccco.edu/DataMart.aspx](http://datamart.cccco.edu/DataMart.aspx) for college annual FTES.

III. Trends Affecting your Program (Data-Driven)
   A. Briefly describe your program’s strengths and challenges (utilize data to support your contentions).
   B. Provide a brief review of the past three program plans and any emerging themes identified in them.
   C. If not mentioned above, what are some other needs or challenges, either internal or external, affecting your program (include support and documentation for your contentions)?

IV. Program/Student Learning Outcomes
   Complete the program/student learning outcome matrix for your program(s). If assessments have not been completed, provide an update of your program’s work to assess your program-level student learning outcomes.

<table>
<thead>
<tr>
<th>Program/Student Learning Outcomes</th>
<th>Assessment / Measurement</th>
<th>Result</th>
<th>Use of Results</th>
</tr>
</thead>
</table>

IEC - Institutional Support
Program Self Study
Rev. 12-10-2013 w/DE Elements
Page 4
V. Program Plan/Budget Requests

A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

B. Provide your current Program Plan (required) which should include these goals and objectives.

VI. Self Study Summary

Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program, a summary of the program’s progress, a summary of and trends facing the program, and the program’s plans for the future (2 page limit).

The program summary will include the following elements:

- A description of the program and the services;
- Significant accomplishments since the last review period;
- Your program’s impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above.