

Program Overview and Update

Lead Author

Collaborator(s)

Please briefly share the ways in which you collaborated with colleagues (full-time faculty, part-time faculty, classified professionals, etc.) within and outside of your department to gather input to inform your program review. Examples include scheduling meetings with your department, discussing the program review during established department meetings, gathering input asynchronously via a Word doc or Google Doc, and hosting office hours via Zoom for the department to share input.

Dean/Manager(s)

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests. Examples include meeting with your dean to discuss goals, resources needed to achieve goals, student completion and success data, and/or enrollment trends.

Program Reflection and Description

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

Is your program's catalog description up to date? Yes/No

If you answered no above, what steps will you take to revise the college catalog description?

Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?

Curriculum Review and Development

Have all of your active course outlines been reviewed within the last five years?

Yes

No

If you answered "No" above, please explain.

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Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., informed by student learning outcome data, achievement data, labor market data, etc.).

For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A

Student Learning Outcomes (SLO) Assessment

What do your course SLO data over the past 4 years suggest about student experiences, successes, and challenges in your service area? For assistance with SLOs, please reach out to SLO Co-Coordinators Tania Jabour (tania.jabour@gcccd.edu) and Rachel Polakoski (rachel.polakoski@gcccd.edu). For assistance with Nuventive or the SLO data collection form, please reach out to Bri Hays (brianna.hays@gcccd.edu).

Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.

Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal-setting/achievement.

Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please describe any increases or decreases and provide context.

Indicate when each degree and certificate was last reviewed and updated (semester) based on available data (e.g., via internal program records or Curriculum Committee minutes/[curriculum board packets](#)).

Can students complete the degree/certificate requirements within a two-year period?

- Yes
- No

If you answered "No" above, please explain.

How is your program currently assessing its PLOs? Please select all that apply.

- SLO-PLO Mapping
- Direct Assessment
- Shared PLO Assessment across ACP
- Other

If you answered "Other" above, please specify here.

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Are all of your degree maps completed?

Yes

No

If you answered "No" above, what are your plans to complete the degree maps for your program?

Are all of your degree maps posted to the college website?

Yes

No

If you answered "No" above, what are your plans to publish the degree maps for your program?

Please provide the following for each degree/certificate: • The most recent semester each of your program(s) assessed PLOs; • Brief summary of findings; and • Overview of changes made as a result.

How are your PLO assessments informing improvements/changes to your program? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?

Student Access and Achievement

Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.

If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access? **If your program did not experience a decline, please enter N/A.**

Considering your program's student demographic data, what is the program doing to **increase equitable access?**

What is your program's overall course success rate? How has it changed over the past **4 years?**

Which groups are experiencing equity gaps in your program for success rate and/or retention rate?

What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

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How has this data shaped your comprehensive program review goals and action steps?

Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you verify Regular and Substantive Interaction (RSI) is being implemented in these classes? Regular Interaction is ongoing and consistent communication between instructors and students throughout the duration of the course. Substantive Interaction is relevant two-way communication that contributes to learning and comprehension of course content. Examples include: class announcements, facilitation of discussion boards, individual feedback on assignments, and personalized messages to students about their progress or learning, as well as regularly scheduled office hours.

How is the program working to meet the College's RSI requirements? Please include specific examples of how the program is implementing some or all of the above RSI methods. Examples may include communities of practice, Canvas shells/templates, program-specific resource materials shared with department faculty to support RSI, and department meetings/activities for faculty teaching online.

Career Exploration and Program Demand (Career Education Programs Only)

Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

Yes (Complete the remaining questions in this section)

No (Skip to the question at the end of this section starting with "what do the latest labor market data reveal...")

If you answered "yes," how is your program meeting labor market demand and preparing students to enter the workforce?

Please share your observations about the employment rate for your program over the last 4 years.

What is the institution-set standard for your program's employment rate?

What is your program's stretch goal for employment rate?

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What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students?

Strengths, Challenges & External Influences

Please describe your program's strengths.

Please describe your program's challenges.

Please describe external influences that affect your program (both positively and negatively).

Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Program Goals

- Change the order of questions in the goals section:
 - Summary Date
 - Reporting Period
 - Status
 - Summary of Progress or Results
 - Action Steps for this Year
 - Resource Requests for this Year

Submission

Dean Review