Program Review Division Themes

Fall 15 (14-15 cycle)

Synthesis

**Student success**

--Progression in courses – how and whether students are able to progress in a sequence of courses, given enrollment pressures related to course offerings

--Course scheduling should accommodate student need to efficiently structure their day--flexible scheduling, or block scheduling, hybrid courses

**Staffing**

--Partnering with support services, including more intervention from academic counseling (investing in more availability, more supported integration)

--Need for more personnel, staffing, tutors, resources and services. Supplemental classroom support services are successful--need more.

--Impact of programs with few, or no, full-time faculty, and the burden on adjuncts. Adjuncts doing work outside the classroom, and how they are (or are not) compensated.

**Collaboration, Culture of Diversity & Student Support**

--Importance of learning communities

--Gender equity across campus / Title IX--are we compliant? / STEM

--Cross-campus collaboration - doing more

--Distance Education - need for more investment there and paying attention to underserved populations; needing more and/or different support than what students get on-campus

--Proactive interventions targeting struggling populations (Basic Skills/Mana/Umoja/FYE, etc.)

**Resources**

--Access to resources for distance education, need for technology support (for students) and software upgrades

--Equipment - Having equipment purchased, maintained, with reliable funding sources, i.e., you get the building but you don't get the equipment you need (or the equipment without the building).

**Professional Development**

--SLOs and Training for SLOs, meaningful revisions to SLO processes, including support for faculty;

--Professional Development - faculty wanting more training; how to make time, not overload faculty; creative and fiscally responsible (and responsive) solutions to compensation, release time, etc.

--DE training and related pedagogical discussions/innovations/input