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