Department/Unit Name:	Department/Unit Contact:
Department/Unit Dean or Supervisor:	**Date of Last Comprehensive Program Review:**

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

> Insert mission statement here

1.1   What purpose does your unit serve?

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

For help with this form, please contact the CPIE Office at x1729. You can also help us improve this form by sending comments, feedback, or suggestions to Grossmont.CPIE@gcccd.edu in the CPIE Office. Thank you!!

1.2   Who is your target population?

1.3   What impact does your unit have on student success?

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

1.4   Which student success data metrics (KPIs) do you use to measure your impact?

SECTION TWO: SERVICES AND DELIVERY

2.0   Members of Your Team

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

2.1   Description of Services

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

2.2   Who is eligible for services? Indicate criteria and how this information is communicated to students.

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

2.3   Methods of Delivery

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

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Vers. 2.3: 17 August 2021

2.4   Access to Services: On-campus

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

2.5   Access to Services: On-line

> *Briefly (250 words or less) describe how your services are accessed*
>
> Describe adaptations to the remote environment and how these will be incorporated into future operations

2.6   Website Maintenance

> *Describe needs related to website maintenance.*

2.7   Technology

> *Indicate software used and its function (or attach list)*

2.8   Training & Professional Development

> *Indicate how members of your program or department participate in on-going training and PD related to their positions. Attach plan or schedule of activities/topics*
> *Indicate who is included (staff, F/T faculty, P/T faculty, dean, supervisor, all division, etc.)*
> *Include method to track participation.*

2.9   Planning & Decision-Making

> *Please describe your planning and decision-making processes; indicate when discussions take place and who is involved*

SECTION THREE: OUTCOMES ASSESSMENT

3.0   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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3.1   The results of your assessments need to be uploaded in TracDat/Nuventive Improve twice per year. Please indicate if you have completed the upload by the following dates.

☐ February 15 (for fall data)
☐ September 15 (for spring data)

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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.

Access:
Are students able to effectively access services? How do we know who we are missing?
List gaps in access:

Spectrum of Services – Responsive to students' needs:
Are students aware of services available?
Do existing services meet students' needs?
Indicate unmet needs:
Indicate which gaps be addressed through improved communication and/or collaboration
Indicate areas of excessive workload
Indicate periods of heightened demand and adjustments made to accommodate

Quality information
Are there gaps in training or PD? Area there opportunities for improvements in information dissemination and/or participation?

Equity
Who received services? List demographic information of students utilizing services and identify equity gaps.

Authentic care
Did students feel cared for?

B. Closing the Loop: What actions will your unit take to address the results/observations you made in 3.2A?

Use this field to provide a brief (3000 words or less) summary of your next steps, or attach additional documents as needed. For example, based on these findings, what actions and/or interventions might improve service quality and capacity?

For help w
comments

3.3   A. **What policies and practices have you identified as possible barriers to student equity? (e.g., hours of operation, intake forms, delivery of services, etc.).**

> _(blank box)_

        B. **Closing the Loop: What actions will your unit/program take in the next year to address barriers to student equity?**

> _(blank box)_

3.4   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?**

> _Briefly (400 words or less) reflect on the planning implications of any factors noted in 3.4A_

SECTION FOUR: PROGRESS ON GOALS FROM LAST PROGRAM REVIEW

4.1   **Goal*:**
        Progress:
        Goal*:
        Progress

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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)

4.2   **Grossmont College has built the goal of achieving educational equity[1] 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*

4.3   **Problems to Be Solved**

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

SECTION FIVE: RESOURCE REQUESTS

5.1   **Based on the information entered in Sections 1-4, 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)

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[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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5.2   **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 Project Request[1]	*Link*	Facilities Committee
Instructional Technology	*Link*	Technology Committee
Professional Development	*Link*	Professional Development Committee
Research and/or data analysis	*Link*	CPIE and/or PIEC

[1] *All Facilities Project Requests (FPR) <u>must be preceded by a Feasibility Review</u>. The Feasibility Review must be submitted by Deans/Supervisors to the Director of District/Campus Facilities/Operations/Maintenance, Loren Holmquist by June 1st. See Section One of the Facility Project Request (FPR) form for more information. A Facilities Project Request cannot be submitted with the Annual Unit Plan on October 1st without an approved Feasibility Review..*

5.3   **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.**

Link to Innovation Request Form

6.0   NOTES AND ARTIFACTS

Upload any notes (e.g., department meeting minutes) or artifacts that your department may wish to document and refer to during the completion of the comprehensive program review document.

Reviewed and Submitted by

Department Chair/Program Coordinator (Type Name)

Department Chair/Program Coordinator Signature _____

Date_____

Division Dean (Type Name)

Division Dean Signature _____

Date_____