GUAMCOMMUNITYCOLLEGE

PROGRAM REVIEW REPORT

Program - SAMPLE

Program - SAMPLE: Program Review

General

Completion Status

In Progress

Submitter

Mark Burgos (MOCK-UP)

I. Program Description

Catalog Program Description

The Associate of Arts in Education program is designed to provide entry-level training for persons interested in working in
educational settings and those planning to continue a path towards a higher degree in education. Emphasis is placed on gaining
knowledge and an understanding of (1) diverse philosophies and perspectives which impact how we view education, (2) patterns
of growth and development of young people, (3) the diversity of students' needs and how to address those needs, and (4) the
value of collaboration and community. Furthermore, students are expected to engage in critical thinking, problem solving, and
continual reflection which are necessary skills for educators.

The Certificate in Education is designed to provide entry- level training for persons interested in working in educational settings.
The program also serves as a career/educational ladder for those interested in pursuing an Associate degree in the field. Emphasis
is placed on students learning skills that cover a broad range of educational areas.

Related GCC Institutional Strategic Master Plan Goals

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success,GOAL 4: Optimizing Resources

II. Program Effectiveness

Course Data and Analysis

Course Success Rate by Mode of Instruction

Traditional,Online

Course Success Rate Narrative

Course Completions: TRADITIONAL			
	AY2020-2021	AY2021-2022	AY2022-2023
All ED	84.4%	79.5%	87.3%

# students	199	185	165
ED150	88.9%	77.8%	76.3%
# students	54	45	38
ED180	66.7%	73.5%	83.3%
# students	18	34	18
ED220	84.1%	74.6%	87.2%
# students	63	59	39
ED231	86.2%	87.5%	93.2%
# students	58	32	59
ED292	83.3%	100%	100%
# students	6	15	11

Course Completions: ONLINE			
	AY2020-2021	AY2021-2022	AY2022-2023
ED220	92.3%	77.4%	74.0%
# students	91	62	73

Retention Rate by Mode of Instruction

Traditional,Online

Retention Rate Narrative

Course Retentions: TRADITIONAL	

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	AY2020-2021	AY2021-2022	AY2022-2023
All ED	98.5%	95.7%	97.0%
# students	199	185	165
ED150	100.0%	95.6%	94.7%
# students	54	45	38
ED180	94.4%	94.1%	100.0%
# students	18	34	18
ED220	98.4%	94.9%	97.4%
# students	63	59	39
ED231	98.3%	96.9%	96.6%
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ED292	100.0%	100.0%	100.0%
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Student Equity Data

Goals to search out specific webinars and trainings focused on Black/African American male retention, success, and effectiveness and/or have speakers present at BCC
Though the enrollment, success and retention is much better in literature, retention and success are lower for Black/African American male than most demographic areas.

Investigate retention success for Pacific Islander students , though in Literature the numbers were less than 25% of the total numbers, though the drop was from 100% to 0% success. This investigation will cover the overall, but primarily focus on ENGL 1C,

Curriculum - Currency of Program and Course Guides

All program and courses are up to date....

Overall Observation of Data on Courses

Overall, enrollment has dropped in the last two years to almost 200 below pre-COVID. Offerings for hybrid and online in 2021-2022 and Fall 2022 have lower numbers than in the past. Current students are choosing online options. Composition classes are still feasible for hybrids, but fully live classes seem to not be as effective as in the past.
The increase in plagiarism in the discipline as discussed anecdotally and from state wide discussion webinars also impacts success.

Program Data and Analysis

Demographics

AA in Education
In Fall 2020, there were 70 students. 47 females, 23 males. Predominantly aged 25 and under (57 students). 13 students aged 26 thru 54.
In Fall 2021, there were 75 students. 54 females, 21 males. Predominantly aged 25 and under (58 students). 9 students aged 26-31. 8 students aged 32-54.
In Fall 2022, there were 77 students. 53 females, 24 males. Predominantly aged 25 and under (56 students). 8 students aged 26-31. 13 students aged 32-54.

CERT in Education
In Fall 2020, there were 16 students. 14 females, 2 males. Predominantly aged 20 and under (11 students). 1 student aged 21-25 and 4 students aged 26-31.
In Fall 2021, there were 4 students, all female. 3 students aged 21-25, 1 student aged 42-54.
In Fall 2022, there were 5 students. 4 females, 1 male. 2 students aged 21-25, 3 students aged 32 and older.

Award Count

AA in Education
AY20-21: 10
AY21-22: 18
AY22-23: 8

CERT in Education
AY20-21: 0
AY21-22: 1
AY22-23: 2

Time to Completion based on Award

AA in Education
AY20-21: 4.9 years
AY21-22: 3.7 years
AY22-23: 2.6 years

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CERT in Education
AY20-21: N/A
AY21-22: 2.5 years
AY22-23: 1.3 years

Persistence Rates

AA in Education:
Fall 2020: 38/47 females (80.9%), 16/23 males (69.6%) persisted.
Spring 2021: 44/66 females (66.7%), 14/20 males (70%) persisted.
Fall 2021: 32/54 females (59.3%), 14/21 males (66.7%) persisted.
Spring 2022: 33/48 females (68.8%), 18/23 males (78.3%) persisted.

CERT in Education:
Fall 2020: 8/14 females (57.1%), 1/2 males (50%) persisted.
Spring 2021: 1/3 females (33.3%), 0/1 male (0%) persisted.
Fall 2021: 3/4 females (75%) persisted. No males enrolled.
Spring 2022: 2/2 females (100%) persisted. No males enrolled.

Stop-outs

AA in Education:
Fall 2020: 9/47 (19.1%) females, 2/23 (8.7%) males stopped out.
Spring 2021: 22/66 (33.3%) females, 5/20 (25%) males stopped out.
Fall 2021: 21/54 (38.9%) females, 7/21 (33.3%) males stopped out.
Spring 2022: 13/48 (27.1%) females, 5/23 (21.7%) males stopped out

CERT in Education:
Fall 2020: 4/14 (28.6%) females, 0/2 (0%) males stopped out.
Spring 2021: 1/3 (33.3%) females, 1/1 (100%) male stopped out
Fall 2021: 1/4 (25%) females stopped out. No males enrolled.
Spring 2022: No stopouts.

Student Equity Data

Enrollment is mostly female (about 70-75% females, 25-30% males). On average, the males students take longer to complete the AA in Education: 5.8 years for males, 4.5 years for females in AY20-21, 4.8 years for males, 3.1 years for females in AY21-22, but the gap lessened in AY22-23 data (2.6 years for males, 2.5 years for females). The department needs to get more information and steps on how to connect, retain, and assist this group towards success.

CTE Data: Advisory Committee Meeting Agendas & Minutes

some_results.txt

Faculty/Program Staff Data and Analysis

Faculty Professional Development (Lite Rich Text)

- Elumen Training (Jan, 16, 2020)

- Faculty Evaluation Training (Sept. 2, 2020)

- Strengthening Student Success (October 13-15, 2021)

- Introduction to the Pathways to Equity Learning Series (Aug 31, 2021)

- Ethnic Studies Summer Institute (Aug. 2, 2021)

- Curricular Options for Supporting English Learners in College Composition (Aug. 27, 2021)

- Faculty Evaluation Training (Sept. 17, 2021)

- Faculty Evaluation Training (Aug 28, 2022)

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- Program Planning & Outcomes Assessment Faculty Training (May 5-7, 2022)

SWOT Analysis

Conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

Strengths	Weaknesses
FT faculty meet regularly and share work on required projects such as Program Review and curriculum updates Strong knowledge of college policy, practice, and changes in multiple areas as FT faculty are members of key college committees	Not enough dedicated time to meet and have extended time to talk about the program, courses, or changes needed PT faculty often feel disconnected to the dept. and changes end up being more reactive on their parts than informed and proactive
Opportunities	Threats
May need additional full-time faculty Equity and innovative curriculum training	Low enrollment trends Plagiarism violation increases

III. Program Goals

GOAL 1

Goal 1

Increase program enrollment: Further increase student engagement, retention, and success rate.

Goal 1 Alignment to GCC Strategic Plan

GOAL 1: Advancing Workforce Development and Training,GOAL 2: Fostering 100% Student-Centered Success

Goal 1 Actions & Tasks

Engage with counseling and students to promote Education AA and CERT. Provide incentives and guidance to students looking for opportunities and careers in the field. Coordinate with counseling and other college services to increase awareness and interest in the program through events. Retain declared majors. Get a list of declared majors and check class rosters for declared majors, make time for focused conversation on the major with students. Offer ongoing assistance and informal mentorship.

GOAL 2

Goal 2

Faculty training on methods to reduce plagiarism, and as needed adopt technology and shared strategies on detecting plagiarism, and academic dishonesty, and lack of professionalism in student works

Goal 2 Alignment to GCC Strategic Plan

GOAL 2: Fostering 100% Student-Centered Success

Goal 2 Actions & Tasks

Faculty increased focus and increased awareness of the harms of cheating and provided clear guidance and awareness to students early in multiple mediums and using interventions and information.

Provide early and regular training and BCC guidelines on plagiarism and processes for faculty.

Work with counseling and other departments on awareness, detection, and strategies for reducing plagiarism

in assignments.

GOAL 3

Goal 3 Actions & Tasks

Supporting Documents