



# Program Review 2016-2017

## Sample Program

Update Only

Author(s)

### A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

#### GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

#### GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region’s premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

#### Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

#### Mission Statement Components

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Transfer preparation | <input checked="" type="checkbox"/> Technical training                           | <input type="checkbox"/> Enhance and sustain cultural vitality of community     |
| <input checked="" type="checkbox"/> Certificates         | <input checked="" type="checkbox"/> Continuing education                         | <input type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input checked="" type="checkbox"/> Associate degrees    | <input checked="" type="checkbox"/> Basic skills instruction                     | <input type="checkbox"/> Enhance and sustain economic vitality of community     |
| <input checked="" type="checkbox"/> Career development   | <input checked="" type="checkbox"/> Rigorous and innovative learning experiences |   |

### Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

### Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

### Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services

- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

**Question A.2. Define the mission of your program and how it relates to the college mission and vision.**

## B. Trend Analysis

### Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	Unknown			
	2013-2014	2014-2015	2015-2016	Change Trend
FTES	1	0	0	-66.7% decreasing
FTEF	0.0	0.0	0.0	
WSCH Per FTEF				
FT Percent				
Credit Fill Rate				
Noncredit Fill Rate				
Success Rate: All Classes	66.7%	100.0%	100.0%	33.3% increasing
Success Rate: Online Classes	66.7%	100.0%	100.0%	33.3% increasing
Success Rate: Hybrid Classes	66.7%	100.0%	100.0%	33.3% increasing
Success Rate: Face-to-Face Classes	66.7%	100.0%	100.0%	33.3% increasing
Degrees & Certificates	128	64	23	-82.0% decreasing

### Section B.2. Trend Data for Non-Instructional Programs

Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

**Service/Function**

**Service Contacts**

**Other**

**Question B.1.** Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

**Question B.1 applies to all programs and services.**

## C. Student Learning and Curriculum

### Section C.1. Course Assessments for Programs with Courses

**Section C.1 applies only to instructional programs.**

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

#### SAMPLE 001

##### Assessment of SLOs

Current SLOAC Status:

Last Assessed:

When will this course be assessed next?

Describe the course's assessment cycle:

When will the course undergo curriculum review next?

Describe changes made due to assessments:

Comments on assessment:

##### Relation of Course to ILOs

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the course to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                           |                               |
|---|----------------------------|-----------------------------|---------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |

## Course Review

For courses in CTE programs, please review the course's prerequisites, corequisites, and advisories on recommended preparation (if applicable).

Current Course Requisite(s):

Result of Requisite Review:

Prerequisite: Eligibility for ENGL 101 or ESL 151

TOP Code

Is a change in TOP or SAM code necessary?

SAM Code

Yes  No

If a change is necessary, please describe it:

Assessed Courses: 0

Total Courses: 1

Assessment Rate: 0.0%

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

Please limit your response to 250 words.

Question C.1 applies only to instructional programs.

## Section C.2. Program/Service Assessments

Section C.2 applies to all programs and services.

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

### Sample Program PLO

#### Assessment of SLOs

Current SLOAC Status:

Last Assessed:

When will this program be assessed next?

Describe the program's assessment cycle:

When will the program undergo curriculum review next?

Describe changes made due to assessments:

#### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                           |                               |
|---|----------------------------|-----------------------------|---------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input type="radio"/> Dev | <input type="radio"/> Mastery |

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

Assessed Programs: 0

Total Programs:

Assessment Rate: ?

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

Please limit your response to 250 words.

### Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

Please limit your response to 250 words.

### D. Program Evaluation and Needs

Section D applies to all programs and services.

#### Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

#### Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

#### Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

### Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

### Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

### E. Program Plan

**Section E applies to all programs and services.**

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item	1
<b>Program Goal:</b>	<input type="text"/>
Action item:	<input type="text"/>
Anticipated changes/improvements:	<input type="text"/>
How will improvements be measured?	<input type="text"/>
Timeline for completion:	<input type="text"/>
Link to Mission Statement:	<input type="text"/>
Link to Vision Statement:	<input type="text"/>
Link to GCC Comprehensive Plan:	<input type="text"/>
Link to Annual Goals:	<input type="text"/>
Link to Institutional Learning Outcomes:	<input type="text"/>
If this program plan item was included in a previous year's program review, describe current progress on the item:	
<input type="text"/>	

**F. Report on 2015-2016 Funded Resource Requests**

**Section F applies to all programs and services.**

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in the last academic year. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

**G. Program Resource Requests (All Programs)**

**Section G applies to all programs and services.**

RR	Sample Resource Request
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**Program Review - Summary Narrative**

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.