1. Committee Information

Committee Name: **Program Review Committee**

Discussion Date(s) with Committee: **5-15-18 and 9-18-18**

**GCC's Mission Statement**

Glendale Community College is a public community college granting certificates and associate degrees. The college serves people from a variety of geographical areas but primarily serves a diverse population of the Greater Los Angeles region that is capable of benefiting from instruction in credit, noncredit, and community education programs.

Glendale Community College exists to ensure students identify their educational goals and needs and successfully accomplish student learning in the following broad educational areas:

Basic skills education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.

Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a college or university.

Career and technical education to achieve employment or enhanced career skills for job advancement.

General education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.

**GCC's 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.

2. Please explain how the committee's mission supports the college's mission and vision statements, and student learning.

***The essential function of each student services, administrative services, and instructional services unit at the college is to serve student learning and success. Program review is an established process by which each of those units use quantitative and qualitative evidence to assess its strengths and weaknesses and seek ways to improve its performance. Ultimately, the purpose of aligning the Program Review Committee’s mission and process with the college’s mission, institutional master plan, and accreditation standards is the data-driven, planned, continuous improvement of student learning and success. The analysis and outputs of program review should inform and guide dialog, decision-making, planning, resource allocation, and budget considerations within units and across the institution.***

3. Please review previous answers to this Governance and Non-Governance Committee Surveys. How has this committee improved its processes?

***In the last year, we have been able to transform Program Reviews from “shelf documents” (completed but not meaningfully examined or used to effect change in departments or the institution) to information sources that can provide actionable insight and drive data-driven decision-making.***

***- In Spring 2018, presented to the Master Planning Committee, best practices in services and pedagogy by conducting a content analysis for patterns among the responses to learning outcomes questions.***

***- The PR process now involves deans and/or VPs to examining their area’s PR submissions for accuracy and providing feedback. That feedback will be displayed in the archived PR.***

***- A Facilities Report, Technology Report, Equity Report, DE Report, Staffing Report, and Learning Outcomes Report is annually generated from the compiled responses to the relevant PR section responses. The reports are provided to the associated Vice President, managers, or committee chairs over those areas. The IPCC and Master Planning Committees will be presented with these reports along with a summary of derived insights that may have implications as they relate to the college’s mission or master plan.***

***- Instructional areas are provided with a dashboard of data to include pass rates that can be disaggregated by gender, ethnicity, time of day, modality, and term.***

***- Unprecedented level of guidance on program review process through one-on-one outreach and support to each PR completer, instructional videos, infographics like Guide to Requesting Resources and Decisions on PRs and Resource Requests, publicly posted schedule of when each dept is due for Full or Update Review, Guide on Mission Statement & Goals, centralized access to manuals for hiring allocation committees.***

***- The Office of Research & Planning collaborated with the Senate to establish a process that now requires every department to annually examine their data, engage in dialog, and provide program review documented evidence of that dialog.***

***- The Office of Research & Planning collaborated with the Senate to establish a process that now requires career education programs that fall below their program-set standards for job placement rate (or licensure exam pass rate) to seek advisory committee recommendations, examine labor market data, dialog about program improvement, and place in the next program review, a plan for improvement.***

***- Depts that have historically failed to complete program reviews have achieved 100% completion due to targeted and preemptive outreach and support.***

***- After every department was provided guidance on components to include in a mission statement and models to follow, every department now has a mission statement.***

***- Previously, some division chairs did not inform their faculty about the program review process nor ask their input. Now, faculty heads of each instructional department know what program review is and those due for Full Review completed them.***

4. Are there currently any challenges or obstacles hindering the operation of the committee? Please explain.

***We appear to require more time for discussion and training than is available within the designated meeting dates during the semester.***

5. Last year for this survey, committees were asked to develop and report two indicators for measuring the committee's progress in improving its processes. Please report on the indicators for this year. How will you incorporate these indicators in the regular operations of the committee?

***Previous identified indicators:***

* ***# of action items planned for changes based upon analysis of the efficiency and effectiveness of previous and current PR form, process, and database***
* ***% of completed program reviews:*** *100% for instruction & admin services, 83% for student services*
* ***% of follow-ups that complete:*** *(same as above)*

***Possible indicators for Fall 2018:***

* ***feedback results****: managers and division chairs were surveyed and actions were implemented based upon the feedback (e.g. facilities questions were added to PR form, shifted to 3-year cycle of full review, etc.)*
* ***# documents provided to PR as evidence of intra-unit dialog (requirement for evidence will begin this year):*** *42 evidence documents*
* ***constituent knowledge of PR, resource requests*** *(faculty & staff fall survey results)*

6. How frequently does the committee discuss or refer to the following?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Never | Rarely | Occasionally | Frequently |
| College mission and/or vision |  |  |  |  |
| Student learning |  |  |  |  |
| Student achievement outcomes (e.g., success rates, degree/certificate completion, transfer rates) |  |  |  |  |
| Student equity |  |  |  |  |
| GCC’s academic quality |  |  |  |  |
| Board Policies and/or Administrative Regulations |  |  |  |  |
| Institutional Master Plan |  |  |  |  |

7. What is the committee's assessment of its effectiveness in working toward achievement of the college's mission and goals?