



**Program Review  
Instructional Report  
2014-2015**

**Sample Program**

**Author Name**

**Division Chair Name**

**A. Relation to Mission Statement**

**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. Dedicated to the importance of higher education in an evolving urban environment, 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;
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology that enable students to reach their educational goals in an efficient and timely manner.

**Components Addressed by Program:**

**A1.** Check each component of the mission statement that your program addresses:

**Mission Statement Components**

- Transfer preparation
- Certificates
- Associate degrees
- Career development
- Technical training
- Continuing education
- Basic skills instruction
- Rigorous and innovative learning experiences
- Enhance and sustain cultural vitality of community
- Enhance and sustain intellectual vitality of community
- Enhance and sustain economic vitality of community

**Institutional Learning Outcomes (ILOs)**

- Communication
- Critical Thinking
- Information Competency
- Quantitative Reasoning
- Global Awareness
- Personal Responsibility
- Application of Knowledge
- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

**A2.** Using the selections above, define the mission of your program and how it relates to the college mission.

## B. Trend Analysis

	2011-2012	2012-2013	2013-2014	Change	Trend
<b>FTEs</b>	0	0	0		--
<b>FTEF</b>	0	0	0		--
<b>WSCH Per FTEF</b>					
<b>FT Percent</b>					
<b>Credit Fill Rate</b>	0.0%	0.0%	0.0%	0.0%	
<b>Noncredit Fill Rate</b>	0.0%	0.0%	0.0%		--
<b>Success Rate</b>	0.0%	0.0%			
<b>Degrees &amp; Certificates</b>	0	0	0		

**B1.** 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.

## C. Student Learning and Curriculum

### Course Assessments

The table below shows courses associated with this program. 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).

Please enter the assessment/review information for each course in the table.

Course	SLOAC Status	Last Assessed
<b>UNK 101</b>	5. Plans Based on Results	1/1/2014
	When will this course be assessed next?	<input type="text"/>
	Describe the course's assessment cycle	<input type="text"/>

When will the course undergo curriculum review next?

Describe changes made due to assessments:

Comments:

**UNK 102**

**5. Plans Based on Results**

**3/5/2014**

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:

**UNK 103**

**1. SLO's Written**

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:

**UNK 104**

**5. Plans Based on Results**

**1/1/2009**

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:

**UNK 105**

**2. Assessments Chosen**

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:

Assessed Courses: 3

Total Courses: 5

Assessment Rate: 60.0%

**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.**

In the table below, indicate which Institutional Learning Outcomes (ILOs) are most strongly related to each course. If an ILO is not related to the course, leave the item blank. If an ILO is related to the course, mark Introduction, Development, or Mastery to show the level at which the course addresses the ILO.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. Communication          | 5. Global Awareness         |
| 2. Critical Thinking      | 6. Personal Responsibility  |
| 3. Information Competency | 7. Application of Knowledge |
| 4. Quantitative Reasoning |                             |

	1	2	3	4	5	6	7
<b>UNK 101</b>	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
<b>UNK 102</b>	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
<b>UNK 103</b>	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
<b>UNK 104</b>	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery
<b>UNK 105</b>	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery	<input type="radio"/> Intro <input type="radio"/> Dev <input type="radio"/> Mastery

## Program Assessments

Please enter the assessment/review information for each program in the table below.

Program/Degree/Certificate	Assessment Status	Last Assessed
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Assessed Programs:

Total Programs:

Assessment Rate:

In the table below, indicate which programs are related to which Institutional Learning Outcomes (ILOs):

- 1. Communication
- 2. Critical Thinking
- 3. Information Competency
- 4. Quantitative Reasoning

- 5. Global Awareness
- 6. Personal Responsibility
- 7. Application of Knowledge

1            2            3            4            5            6            7

## Summary of Assessment Cycle

**C2.** 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

### Distance Education

**D1.** 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?

## **Staffing**

**D2.** 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?

## **Technology**

**D3.** 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?

## **Duplication of Services**

**D4.** Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

## E. Program Plan

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

Program Goal:	<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 GCC Comprehensive Plan:	<input type="text"/>
Link to Annual Goals:	<input type="text"/>
Link to Institutional Learning Outcomes:	<input type="text"/>

**E1.** Provide evidence of the level of achievement of your implementation processes/plans (i.e. comparison of your initial scope, time, cost, and needs/expectations to be met to the actual results).

## F. Report on 2013-2014 Funded Resource Requests

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2012-2013. 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

Type	Description
IHAC	

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## Validation of Program Review Document

Current validation status of this program review document:

Not yet validated

Beginning in 2014-2015, program review documents as well as resource requests are validated.