

**MINUTES**

May 19, 2020 1:30pm AD121

**PROGRAM REVIEW COMMITTEE**

- Present: Daphne Dionisio (Chair/Manager), Kayla Regalado (ASGCC), Leeah Voskerchian (ASGCC), Leticia Estrada (CSEA), Nonah Maffit (CSEA), Rosemarie Shamieh (Joint Faculty), John Leland (Joint Faculty), Stacy Jazan (Senate), Beth Kronbeck (Guild), Gordon Lui (Minutes Taker), Ed Karpp (Administration), Francien Rohrbacher (Resource), Yvette Ybarra (Resource)
- Absent: Calvin Madlock, (Resource)
- Quorum: 10/10
- Call to Order: The meeting was called to order by Daphne Dionisio at 1:31 p.m.
- Announcements: Daphne, Nonah, and Leticia will meet in June to prepare for the validation work that will begin in July for student services departments and administrative services departments. This week, Daphne will send out validation assignments to each validation team member.
- Approval of Minutes: The Minutes from the April 21, 2020 Program Review meeting were reviewed.  
 ➤ ***It was MSC (Jazan/Shamieh) that the Minutes from April 21, 2020 be approved without corrections.***
- Old Business: Revising Language & Questions in Program Review Form  
 One of the objectives of examining the departmental responses in the Sectional Reports is to routinely review the questions asked in the program review form and determine if they are still relevant or if they need updating to align with current practices. Daphne suggested that we get Senate input on the questions. Beth agreed that it would be a good idea after our committee finalizes our versions of the questions. Daphne also mentioned that the revised program review form would be in place for the 2021-2022 cycle after she and Ed create and embed a new online resource request system.
- PLO Section:  
 The committee agreed that this section should be more clearly stated and framed to support accreditation mandates. “What changes were made to the program in response to the results of program learning outcomes assessment? What improvements occurred as a result those changes?” Additionally, LO Committee conclusions regarding PLOs documentation will be used to inform the questions in this section of the program review form.
- Facilities Section:  
 Various health and safety items were notable in that Facilities work order requests were made for them or resource requests were made and reviewed by the relevant standing committee, but the safety item was not rectified. The committee is exploring whether this section and the ITS section should be removed from program review and instead have the Office of Research & Planning routinely administer a feedback survey that allows departments to provide input to Facilities and ITS. Any such survey would need to be created in collaboration with Facilities and ITS.
- Staffing Section:  
 Beth suggested updating the questions. “Are students’ needs being met by the current staffing level? What professional development or training has been completed by members of your department? What kinds of professional development or training should be offered to, or pursued by, your department?”
- Distance Education Section:  
 This section might be deleted. Professional development certification is now mandatory to teach DE.
- Loop-Closing Section:  
 The committee agreed it would be a good idea to add a section that asks faculty to provide a follow up (i.e. describe the outcome) of their departmental strategic plans and actions.

**[ACCJC Standard [ACCJC Standards I.B.5 and I.B.7]**

New Business:

**Sectional Reports**

Another objective of examining the Sectional Reports is to derive salient trends occurring across departments and share this information with the Master Planning Committee at their meeting later this month. The intent behind this is to provide that committee with insights on departmental trends which might inform college planning or the annual goals for resource allocation.

Learning Outcomes Report:

CE departments were particular good at responding to the PLO question because they align their assessment with employer expectations and assessments. Also, seven departments that in response to assessments, they will incorporate contextual learning, collaborative learning, and high impact learning practices such as research, internships, study abroad, field experience, and team-based learning).

Staffing Report:

The need for staffing is ubiquitous.

Distance Education Report:

Pass rates are lower for online and hybrid across the board. The exceptions to this were in department where the Faculty Coordinator of DE Professional Development was a member of the department. This suggests that knowing DE best practices can result in higher pass rates than in face-to-face courses. Therefore, if those best practices can be shared with and implemented by the rest of GCC's faculty, we can assure academic quality and student success as the college transitions to more online or remote course offerings. Also, some departments surprised us by taking steps toward hybrid and online courses despite how challenging it might be for their particular discipline (i.e. chemistry, physics, dance, music, Theater Arts, EMT, Health, Kinesiology, PE, and noncredit ESL).

Instructional Data Report:

Success rates for disproportionately impacted groups are lower across the board. Students drop out due to class time or coursework conflicting with students' need for employment. (This could have planning implications for course scheduling or student services support). Pass rates are lower for online and hybrid across the board. The exceptions to this were in department where the Faculty Coordinator of DE Professional Development was a member of the department. This suggests that knowing DE best practices can result in higher pass rates than in face-to-face courses. Therefore, if those best practices can be shared with and implemented by the rest of GCC's faculty, we can assure academic quality and student success as the college transitions to more online or remote course offerings. Ten of 67 departments, were able to raise their pass rates (i.e. Dance, Fire Academy, Health, Journalism, Mass Communication, NC ESL, NC Short Term Vocational, Photography, Speech, and Student Development). Five of 67 departments raised their degree/certificate completions (i.e Business Administration, EMT, Math, Nursing, and Sociology). **[ACCJC Standards I.A.2, I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9]**

Meeting Adjourned at 2:20pm

Next Meeting: TBA

Minutes Recorded by: D. Dionisio and G. Lui