GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program
BUSINESS/LIFE SKILLS

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

Author: **Jan Young**
Division Chair: **Jan Young**
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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

Noncredit Business and Life Skills is a cluster of noncredit programs geared to different target audiences. Noncredit students have the ability to begin their classes at any time as the division has open entry enrollment. Course length can range from one week courses to 16 week courses depending on the department offerings. Noncredit Business offers computer classes and office skills to individuals wanting to improve their business and technology skills. Within the NC Business department, students have an opportunity to earn certificates from 8 different programs including three levels of Office Clerk, two levels of Account Clerk, Medical and Dental Front Office, and Hospitality and Tourism. The Student Success Center offers certificates in GED preparation, Adult High School Diploma, and Adult Basic Education. Students also attend to improve their basic reading, writing, and mathematical skills. Parent Education offers a program for parents to learn effective parenting skills from the time a child is born through pre-kindergarten age. Life Long Learning Seminars offers a program that promotes mental acuity and social well-being for the mature adult. In the past we have offered a Home Arts program, but now only offer one course in Quilt-Making.

Please list the **most significant achievement** accomplished since your last program review.

 As a result of Basic Skills Initiative projects and collaborative efforts with the English and Math departments, there has been more articulation between credit and noncredit courses from the Student Success Center. Title V Gateway monies will also allow this collaboration and curricula development to continue. The increase in NC students transferring to the main campus is a testament to these efforts. In the upcoming year we hope to build a stronger articulation between noncredit and credit Business departments.

List the current major strengths of your program
1. Noncredit programs serve a population not represented in credit programs. Both the Business Dept. and the Student Success Center are gateway programs that provide pathways to educational and career goals.
2. Open access and open entry/exit provides flexibility for students to begin studies immediately.
3. Part-time faculty members routinely respond to the needs of the division since only 5% of the faculty is full-time.

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List the current weaknesses of your program

 1 Lack of full-time faculty
 2 .Inaccurate data collection and reporting that limits effective decision making
 3 .Online application and registration process difficult for noncredit students. (40% of noncredit students who apply for an application fail to register for a class.)

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES	FTEF	WSCH / FTEF Trend	Full-Time % Trend	Awards Trend
DEVELOPMENTAL SKILLS	2007-2008	161	7.1	720	59.2%	
	2008-2009	183	6.8	859	61.0%	
	2009-2010	156	5.5	905	53.0%	
	2010-2011	92	2.4	1,231	30.0%	
	% Change	-42.8%	-66.6%	+71.0%	-49.3%	
	4-Yr. Trend	decreasing	decreasing	increasing	Decreasing	
LIFE LONG LEARNING	2007-2008	79	5.3	478	20.7%	
	2008-2009	95	5.5	554	19.7%	
	2009-2010	112	5.3	674	20.7%	
	2010-2011	48	3.7	406	0.0%	
	% Change	-39.7%	-29.0%	-15.0%	-100.0%	
	4-Yr. Trend	decreasing	decreasing	decreasing	Decreasing	
NON_CREDIT BUSINESS	2007-2008	380	26.8	450	38.9%	
	2008-2009	564	28.5	630	48.7%	
	2009-2010	534	28.4	598	44.8%	
	2010-2011	361	19.3	594	14.4%	
	% Change	-5.0%	-28.0%	+31.9%	-63.0%	
	4-Yr. Trend	stable	decreasing	increasing	Decreasing	
PARENT ED	2007-2008	72	6.5	350	11.7%	
	2008-2009	85	7.6	357	24.2%	
	2009-2010	86	7.5	364	24.3%	
	2010-2011	65	5.7	358	33.4%	
	% Change	-10.4%	-12.3%	+2.2%	+184.0%	
	4-Yr. Trend	decreasing	decreasing	stable	Increasing	
OTHER	2007-2008	10	1.2	282	0.0%	
	2008-2009	7	0.5	473	0.0%	
	2009-2010	8	0.5	527	0.0%	
	2010-2011	6	0.5	396	0.0%	
	% Change	-39.0%	-56.5%	+40.2%	--	
	4-Yr. Trend	decreasing	decreasing	increasing	Increasing	
NON-CREDIT BUSINESS & LIFE SKILLS DIVISION TOTAL	2007-2008	702	46.9	476	35.2%	
	2008-2009	936	48.9	609	42.8%	
	2009-2010	896	47.2	604	39.3%	
	2010-2011	571	31.7	574	17.1%	
	% Change	-18.6%	-32.5%	+20.5%	-51.4%	
	4-Yr. Trend	decreasing	decreasing	increasing	decreasing	

1.1. Describe how these trends have affected student achievement and student learning:

Much of the data for noncredit is inaccurate and/or missing. "Other" data should not be included in this division as it represents supervised tutoring. Award trends for certificates are not provided either for the Skills Lab or for OBT. FTES trends for all departments in the division reflect a drop for 2010-11 which can partially be attributed to PeopleSoft issues. I.e. students adding a second noncredit class would result in a drop of the original course and its hours. Additional delays in receiving ID numbers resulted in delayed start dates into classes. Moreover, the breakdown of the Card Tracker system in the Developmental Skills Lab meant attendance had to be captured manually for over two months. Construction and air conditioning issues also detracted from student learning. Most noticeably, cuts in the course offerings had a direct correlation with positive attendance, particularly in Life Long Learning where the major feeder course of Aerobics—average enrollment of 120 students –was eliminated. Only 18 of the 36 courses in Life Long Learning are still being offered.

Full-Time Trend% for the Skills Lab clearly reflects a need for a full-timer to be added. Noncredit Business numbers are inaccurate as there has not been any change in the number of full-time instructors from 2009-10 to 2010-11, but total fulltime trend reportedly dropped over 30%. Parent Ed fulltime percentages are also misleading. In 2007-8, the faculty member had only a 60% assignment, but in the following years, a full-time faculty member was hired. The slight increase in full time % for 2010-2011 is a result of fewer course offerings in Parent Ed.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

We continue to be successful in granting certificates for completion of programs. In 2010-11 Noncredit Business granted 55 certificates (all courses taken for certificates receive enhanced funding by the state) which is the same number of certificates issued in 2009-10. This is particularly noteworthy since in 2010-2011 we had 40% less class offerings. The most popular certificates in Noncredit Business were the General Account Clerk I and the General Office Clerk I. For the Developmental Skills Lab, the number of GED graduates dropped from a record high of 103 graduates in 2009-2010 to 90 in 2010-2011. This dip can be attributed, in part, to a decrease in enrollment, but also to the fact that GCC reduced on site monthly testing from evening and daytime testing to just evening testing.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
NC DEVELOPMENTAL SKILLS	39	100%	5	13%	n/a	n/a	no
LIFELONG LEARNING	18	100%	7	39%	n/a	n/a	no
NC BUSINESS	33	100%	10	30%	n/a	n/a	no
PARENT EDUCATION	13	100%	10*	77%*	n/a	n/a	no
Division Total	103		32				

- *The above assessments were performed in 2009-2010 but not submitted to E. Karpp until fall 2011

2.1   Please comment on the percentages above.

   To date our division is behind on completing course assessments. The division currently has 103 active courses, but two departments do not have any fulltime faculty, and the division itself has only 3 full-timers besides the Division Chair. Our goal this fall and spring is to complete assessments for all active courses in the division (as reflected on our timelines.) We will then begin the 3 year assessment cycle starting Fall 2012 so that all courses will be synchronized (okayed by E.Karpp.) Currently the Program student outcomes have not been assessed; our division has 13 different programs which include 11 certificate programs.

2.2. a) Please provide a *link** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

   a) Links to assessment timelines: DSL: http://www.glendale.edu/index.aspx?page=5103
                                          OBT: http://www.glendale.edu/index.aspx?page=5087
                                          PE: http://www.glendale.edu/index.aspx?page=5131
                                          LLS: http://www.glendale.edu/index.aspx?page=5126

   b) too early to comment

   c) see response to 2.1

2.3   a) Please provide a *link* to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

   We have been turning in assessment reports directly to Ed Karpp. Heretofore, faculty sent assessment reports directly to Ed Karpp without sending them to the Division Chair. Posting of all course assessments on the website is still on-going. Across all four departments, assessments have shown that our courses are mostly successful in achieving the desired outcome, notwithstanding there is always room to improve content, delivery, and measurement.

2.4   Please list all courses which have been reviewed in the last academic year.
   Note: Curriculum Review is required by the Chancellors Office every 6 years.

      None

2.5   Please list all degree/certificate programs within the division that were reviewed in the last academic year.

      None

2.6   For each program that was reviewed, please list any changes that were made.

None

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

In October the division had a 3.5 hour workshop on how to assess a course and how to integrate changes in courses based on assessments performed. Over 50% of the division was in attendance. During the session, each department also developed two timelines. 1)
For those courses not yet assessed, department members committed to assessing these courses either in fall 2011 or spring 2012. 2), Each department then developed a 3 year timeline to assess all the courses in the department. A follow-up all day retreat in January will include more work on course assessments as well as further work on program assessment timelines

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
DSL: follow-up calls to students who have low attendance hours	Both Basic Math and Basic English assessments found stronger performance indicators for students who attend classes more frequently.
PE: instead of using a written testing instrument, alternatively providing oral testing.	For several of our Parent Ed sites, the students are ESL parents. By using an oral assessment instrument, faculty will be able to gauge more accurately their course effectiveness.
OBT: for several of the Office Skills courses, testing of learning outcomes will align more closely with common industry practices	Students will be better prepared for the workplace
Begin registration process for the next semester during the existing semester.	Noncredit students need help with the registration process; thus, by having registration when students have access to staff and faculty may improve registration rates.

Format Rev. 8.31.11

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Section 4
Resource Request

CE Business	
Textbooks	**I:CE.Bus-1**

Type of Resource Request:

___ Facilities/Maint.	___ Classroom Upgrades	___ New space	___ Conference/Travel
_x__ Instructional Equip.	___ Non-Instructional Equip	___ Training	___**X** Other
___ Computer/Hdware	___ Software/Licenses	___ Supplies	**(books)**

Mandatory: Is this request for one-time funding? _**X**__ OR Does this request require ongoing funding?___

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: ___ Health & Safety Issue   ___ Legal Mandate
                                            ___ Accreditation Requirement   ___ Contractual Requirement

4.1. Clearly describe the resource request.

Noncredit Business offers two certificates in Front Office: Medical and Dental. Recent legislation has mandated Medicare providers to convert to electronic records within 10 years. Employers are now requiring that front office clerks be familiar with using electronic health records. This text provides instruction in how to use EHR (Electronic Health Record) software and has free downloadable
software for students' use and practice. These texts would be used in our morning and evening courses. (Noncredit courses cannot charge students for textbooks or require purchasing textbooks for a course.)

Amount requested **$874.05   for 15 copies**

4.2. Justification and Rationale: What planning goal, core competency or course/program SLO does this
       request address? Use data from your report to support your request.

Students completing the medical Front Office Certificate Program develop core competencies which include credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments. These core competencies support the concept of learning as a continuum that begins in an academic setting and continues with life-long professional education and experience.

4.3. What measurable outcome will result from filling this resource request?

Students with experience in using Electronic Health Record software will be better prepared for the job market in Front Office.

APPROVALS

AGENCY	**DECISION**				
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported				
	Adequately supported				**X**
	Not supported				
	Reason:	Sect.1: Data	Sect.2: SLOs	Sect.3: Plans	Other:
Standing Committee Review of Resource Request **Committee: Academic Affairs**	Prioritization Score				

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| CE BUS/LIFE SKILLS *FT Instructor* *Developmental Skills Lab* | I: CE.DS-1 |

Section 4
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested: _____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including zzzz the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	.3
b) Number of full-time faculty assigned to the Program in 2005	1.3
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
d) Does this position contribute to program expansion Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	.3
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	7 (Academic Affairs, Div Chair, Enrollment Manag,DC 14, Basic Skills,Assessment, Team A
3. CPF INDEX (Total of # 2 divided by #1)	23.33

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Jan Young	Division Chair	70%	5 years

4.4 How does this assignment relate to the college's Mission Statement?

Having a full-time faculty member in the Student Success Center (formerly called the Developmental Skills Lab) provides a critical link to both Noncredit Adult Education and Basic Skills Development—two important aspects of the College's mission. The noncredit program at Glendale is now the largest feeder to the Main Campus. Specifically, the Student Success Center is an entry point for many returning students who need to obtain a GED, a high school diploma, or need to strengthen their basic skills in reading, writing, or mathematics. The needs of our students are not met by any other department in the College. By fostering the development of critical thinking, we are preparing students not only for the workforce, but for more rigorous academic work should they wish to pursue credit classes and/or degrees.

4.5 How does this position relate to the objectives and functions of the college?
a) Associate Degree
b) Transfer to a four-year institution
c) Career and Technical Education
d) Basic Skills development
e) Noncredit Adult Education
f) Personal enrichment

This position in the Student Success Center would allow us to develop cohesive pathways for students with varying goals. As a primary entry point in the college, we have the opportunity to 1)

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service those students who wish to pursue an academic education such as an associate degree or transfer, but first needs to strengthen their skills 2) help students who wish to obtain a GED or high school diploma 3) prepare students in the fundamentals of reading, writing, and math so they can pursue a CTE pathway or return to the workforce 4) assist those students whose sole ambition is personal enrichment.

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

Because the Student Success Center serves many different populations and levels, it is important that curricula reflect strongly defined pathways. A full-time faculty member would have the vantage point of seeing the needs of the GED and high school diploma students, the basic skills students who want to rapidly progress to credit classes, the concurrent high school students who need to repeat a class for high school graduation, and the ABE (Adult Basic Education) students who need additional efforts to advance in reading, writing, and math. The measurable outcomes would be more GED and high school graduates, more students transferring to CTE and academic programs and more ABE students earning certificates. Another desirable outcome would be that noncredit students would place in a higher level English and Math credit courses so that they would not end up taking as many low level remedial courses before reaching college level courses.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

Without a concerted effort of developing appropriate curricula to multiple levels and objectives, students will drop out or "stop" out. The open entry/open exit programs allow students to vote with their feet—namely if students perceive instruction is not helping them reach their goals, or if they do not form goals, they will leave the program. Ultimately a decrease in numbers at the Student Success Center would translate to lower numbers bridging to the credit classes.

4.8 Are there any other special concerns not previously identified? If so, please explain.

Since the department was formed 22 years ago, there have been 1- 1.3 full-time faculty members in this department (with one member also holding the Division Chair position for 15 years.) Currently there is no fulltime instructor assigned to the Student Success Center with only .30 release time of the Division Chair to run a department which operates 8-9pm weekdays, is opened Saturday 9-12, and serves over 800 students yearly. There needs to one member of the department to coordinate curricula and to oversee operations. Not having any full-time faculty creates a situation where the department only reacts to problems rather than proactively working to improve the program and develop pathways for students.