



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program

TECHNOLOGY & AVIATION

Environmental Technology
Fire Academy
Fire Technology
Industrial Technology

Authorization

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

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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.

The four programs listed are directly tied to workforce development. They meet the mission of the college by providing students with the knowledge, skills, opportunity and support necessary to meet their career goals. All of these programs ultimately bring quality of life to the community.

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

The most significant achievement is that these programs improve through strong partnership with the community which includes a variety of municipal agencies and the Verdugo Workforce Investment Board. The real power of these programs is through the partnerships that have developed.

List the current major strengths of your program

1. Strong community connections and partnerships
2. Relevant curriculum for the community
3. Outstanding instruction

List the current weaknesses of your program

1. No full time leadership (adjuncts only)
2. No participation in governance (adjuncts only)

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		FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Environmental Technology	2007-2008	0	0.0	--	--	--	--	0
	2008-2009	0	0.0	--	--	--	--	0
	2009-2010	2	0.0	--	--	83.3%	56.0%	0
	2010-2011	1	0.2	204	0.0%	20.0%	91.7%	0
	% Change	--	--	--	--	--	--	--
	4-Yr. Trend	increasing	increasing	increasing		increasing	increasing	
Fire Academy	2007-2008	36	5.5	207	0.0%	159.6%	78.5%	0
	2008-2009	73	6.8	341	0.0%	41.6%	81.0%	0
	2009-2010	70	4.7	472	0.0%	74.8%	72.6%	9
	2010-2011	59	2.1	908	0.0%	88.0%	88.6%	12
	% Change	+65.3%	-62.4%	+339.5%	--	-44.9%	+13.0%	--
	4-Yr. Trend	increasing	decreasing	increasing		decreasing	increasing	Increasing
Fire Technology	2007-2008	34	3.0	356	0.0%	49.3%	52.8%	6
	2008-2009	46	2.9	505	0.0%	60.5%	52.7%	9
	2009-2010	68	4.4	496	0.0%	76.4%	63.1%	2
	2010-2011	48	3.7	415	0.0%	82.9%	62.3%	9
	% Change	+43.6%	+23.1%	+16.6%	--	+68.3%	+17.8%	+50.0%
	4-Yr. Trend	increasing	increasing	increasing	increasing	increasing	increasing	Increasing
Industrial Technology	2007-2008	0	0.0	--	--	--	--	0
	2008-2009	0	0.0	--	--	--	--	0
	2009-2010	45	5.0	287	100.0%	28.6%	97.4%	0
	2010-2011	3	4.9	17	91.9%	52.4%	96.3%	0
	% Change	--	--	--	--	--	--	--
	4-Yr. Trend		increasing		increasing	increasing	increasing	
Technology & Aviation Division TOTAL	2007-2008	532	37.5	451	38.1%	73.1%	74.3%	91
	2008-2009	591	37.2	505	30.9%	69.6%	74.9%	85
	2009-2010	757	45.4	530	32.7%	82.1%	74.4%	59
	2010-2011	675	44.7	480	33.7%	91.7%	76.1%	76
	% Change	+26.9%	+19.1%	+6.5%	-11.6%	+25.5%	+2.4%	-16.5%
	4-Yr. Trend	increasing	increasing	stable	decreasing	increasing	stable	Decreasing

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

Environmental Technology data shows an increase in the student success rate but is limited to a very small number of students because the program's first offering was in 2010.

Fire Academy data shows a small increase in the student success rate which is based on academic and physical standards mandated by the State Fire Marshal. This is a 1 year, 4 semester program in which the data demonstrates the quality of instruction.

Fire Technology data shows a moderate increase in the student success rate. These classes are semester length lecture only classes and are relevant to the Fire Technology Certificate.

Industrial Technology data shows an increase in the student success rate which is steady above the 90% mark. The first class offering was in Fall 2009 with the Verdugo Power Academy.

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

Environmental Technology is new to Glendale College within the last 2 years and offerings are currently limited by budget constraints. There is enough approved coursework in various levels of water treatment and distribution, and waste water treatment for a certificate. An application to the State for approval will be made at a future date. This program is relevant to sustainability of the environment and could be called a "green technology program". This program is served by adjunct faculty only.

Fire Academy has become a premier program for firefighter training in Southern California. While being served by adjunct faculty only, this program has a Director and Co-Director which provide leadership to the Academy. Over the last 5 years, they have built a significant relationship with Area C fire departments and particularly with the Glendale Fire Dept. These connections provide resources to GCC and the Academy that are unparalleled in the community college environment. This is a hallmark program at the college and its graduates ultimately maintain quality of life in the community in the services they provide.

Fire Technology is a program that has provided opportunity to both new students and incumbent firefighters alike. Although being served by adjunct faculty only, this program has seen some significant change over the last couple of years. The first change was to offer the entry level course at the headquarters fire station in Glendale which doubled enrollment by what might be called "contextualizing by location". Second was a shift in the last year from offering 50% of classes online to about 90% of classes online. This shift allowed more students including incumbent firefighters access to the Fire Technology program and its degree applicable certificate.

Industrial Technology is a new program that began in Fall 2009. The bulk of the program is the very successful Verdugo Power Academy (VPA). The VPA has been the basis for 2 successive grant awards and is widely known as a successful training model in the electric utility industry. The VPA is coupled with two other electric utility related courses to form an Electric Utility Certificate. A notice of intent has been made for this certificate. The VPA won an Excellence in Partnership Award from the California Community College Association of Occupational Educators at their Spring 2010 statewide conference. It has also been presented in utility industry publications, the last of which was Public Power Magazine, November 2011. This is a nationwide electric utility industry trade publication.

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? Yes or No
	n/n	%	n/n	%	n/n	%	
ENVIRONMENTAL TECHNOLOGY	8/8	100	0	0	0	0	No
FIRE ACADEMY	0/4	0	0	0	0	0	No
FIRE TECHNOLOGY	2/26	8	0	0	0	0	No
INDUSTRIAL TECHNOLOGY	3/3	100	0	0	0	0	No

2.1. Please comment on the percentages above.

Most of the 26 FIRE course outlines are in need of revision to include SLO's so assessment of those courses cannot not been completed. About half the FIRE courses are not offered with any sort schedule regularity but are important to have available as needed

Most of the courses that have SLO's in place (ENV T and ITECH) have not been offered yet. Three of the eleven courses with SLO's have not been formally assessed but do meet industry standard.

There are no fulltime instructors in these programs so everything in regard to SLO's and assessment is a slow-go or non-existent.

- 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) There is no link to program assessment timelines.
- b) No courses have been changed due to alignment matrices.
- c) The FIRE classes, which include Fire Academy, need to be updated to include SLOs so that assessments can be made.

*All of the above programs are outcome based and meet the standards of the industry or related agency. All CTE programs with or without SLOs and assessment are held to outcomes defined by the State and are known as Core Indicators. If we can't demonstrate "meets or exceeds levels" our funding is in jeopardy. An extensive report program by program is made to the State every year and is in essence our Program Review. Knowing that this may not be an acceptable alternative to the committee, it is does represent a validation of the reflective nature of our program review process.

- 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.

a) There is no link to course assessment reports.
 b) No courses have been changed due to assessment conducted, but two FIRE courses have been changed due to State Fire Marshal mandate.

- 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.

Industrial Technology and Environmental Technology are new within the last two years.

FIRE 101 went through substantive change and FIRE 106 was added as a new course to meet a Core Six requirement by the State Fire Marshal

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

Fire Technology

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

Fire Technology course offerings have been shifted to almost entirely online offerings. A substantive change report has been made as a result. Also a new course (FIRE 106) was added to meet a standardized core six curriculum mandate from the State Fire Marshal.

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?

While SLO and Assessments are nonexistent in the data presented, all of the listed programs have external oversight such as an advisory committee, government agency or industry standard against which they are measured. The programs are outcome based by nature and while there may not be adequate reporting to the college's SLO and Assessment standard, the real proof of the outcomes is measured by the demand for our courses and the community that hires our graduates.

Also CTE programs such as the ones listed are required to report against several standards to the State on an annual basis. These reports could be used as an alternative means to SLO's and Assessment reporting as well as Program Review reporting and are probably more comprehensive in nature. Our reporting workload is double that of the general education programs.

Program Review reporting and resource request are data driven. CTE reporting is results driven and our Perkins Funding depends on demonstration of success.

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
Initiate assessment of courses with SLO's.	Adjustment of course content or methods of presentation to meet the stated outcomes
Create SLO's for the active FIRE courses.	Adjustment of course content or methods of presentation to meet stated outcomes.

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