



Annual Program Review 2012-2013 - INSTRUCTIONAL REPORT

CONTINUING EDUCATION – BUSINESS/LIFE SKILLS

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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Date Received by Program Review: January 18, 2013

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	FTEF Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
NC Developmental Skills	2008-2009	183	7	859	61.0%	0.0%	--	0
	2009-2010	156	5	905	53.0%	0.0%	--	0
	2010-2011	92	2	1,231	30.0%	0.0%	--	0
	2011-2012	70	1	1,675	0.1%	15.6%	66.4%	0
	% Change	-62.0%	-80.5%	+95.0%	-60.9%	+15.6%	--	--
	Four-Year Trend	decreasing	decreasing	increasing	decreasing	increasing	--	--
NC Lifelong Learning	2008-2009	95	5	554	19.7%	0.0%	--	0
	2009-2010	112	5	674	20.7%	0.0%	--	0
	2010-2011	48	4	406	0.0%	0.0%	--	0
	2011-2012	32	3	394	0.0%	120.2%	--	0
	% Change	-66.0%	-52.2%	-28.9%	-19.7%	+120.2%	--	--
	Four-Year Trend	decreasing	decreasing	decreasing	decreasing	increasing	--	--
Non-Credit Business	2008-2009	564	29	630	48.7%	0.0%	--	0
	2009-2010	534	28	598	44.8%	0.0%	--	0
	2010-2011	361	19	594	14.4%	0.0%	--	0
	2011-2012	265	13	641	21.1%	63.1%	55.0%	2
	% Change	-53.0%	-53.8%	+1.8%	-27.6%	+63.1%	--	--
	Four-Year Trend	decreasing	decreasing	stable	decreasing	increasing	--	--

Non-Credit Parent Ed	2008-2009	85	8	357	24.2%	0.0%	--	0
	2009-2010	86	8	364	24.3%	0.0%	--	0
	2010-2011	65	6	358	33.4%	0.0%	--	0
	2011-2012	50	6	283	34.3%	105.9%	--	0
	% Change	-41.5%	-26.3%	-20.7%	+10.1%	+105.9%	--	--
	Four-Year Trend	decreasing	decreasing	decreasing	increasing	increasing	--	--
Other Non-Credit	2008-2009	7	1	473	0.0%	0.0%	--	0
	2009-2010	8	1	527	0.0%	0.0%	--	0
	2010-2011	6	1	396	0.0%	0.0%	--	0
	2011-2012	6	1	394	0.0%	112.0%	--	0
	% Change	-16.8%	+0.0%	-16.8%	+0.0%	+112.0%	--	--
	Four-Year Trend	decreasing	stable	decreasing	stable	increasing	--	--
NC Business & Life Skills Division Total	2008-2009	936	49	609	42.8%	0.0%	--	0
	2009-2010	896	47	604	39.3%	0.0%	--	0
	2010-2011	571	32	574	17.1%	0.0%	--	0
	2011-2012	424	23.2	580	20.2%	20.7%	56.5%	2
	% Change	-54.7%	-52.5%	-4.7%	-22.6%	+20.7%	--	--
	Four-Year Trend	decreasing	decreasing	stable	decreasing	increasing	--	--

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

Unfortunately, the data compiled for CE-Business and Life Skills are incorrect. PeopleSoft does not calculate FTEF correctly, mainly because of m-pulled classes. FTES is also suspect, particularly in Developmental Skills, as the interface between the CI Tracker and Peoplesoft has sporadically worked and attendance has been hand collected and entered at a later time. With the volume of students entering and exiting each day, hand noted attendance is suspect at best. Trends in Parent Ed and Life Long Learning are equally misleading, as the College reduced offerings in each department by 50% in response to legislative overtures of potential non-funding of these courses. Award trends for the division are, for some reason, not reported although these numbers have been forwarded to the Chancellor's Office. In Fall of 2011 and Spring 2012, OBT issued 52 certificates and the Developmental Skills department granted 55 GED certificates and 8 High School Diplomas. The number of GED graduates has dropped sharply since 2010-2011. This decline can partially be explained by the absence of winter session and a skeletal summer session (funded by grant money.) In years past, when GCC funded two sessions of summer school, the DSL department was open except for 2 weeks in Aug. and Christmas break. GED students need continuous classes to prepare for the GED test. With two 6 week breaks this past year, it was difficult for these students to resume studies after such long hiatuses.

Additionally, DSL is attracting more and more ABE (Adult Basic Ed) students who assess at math, reading and writing skills below the 8th grade level. As a result, it is taking more time for these students to progress to a level that they can pass the GED exam. 2012-2013 should see a spike in GED certificate since many students plan to take the exam prior to the new, and reportedly more challenging, GED test scheduled for January 2014. OBT enrollment has also seen a decline in FTES from 2008 until 2012. The decrease in students is a direct result in changes regarding EDD benefits. For the past several years, unemployed workers are able to collect benefits for more than a year regardless if they have undergone job training. Before that time, EDD students represented a majority of our students and training classes were mandatory in order to continue collecting benefits.

1.2 Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

Currently, noncredit students represent 10% of GCC's entering freshmen class (Market Research and Planning 2012) The noncredit divisions represent the largest single feeder to GCC with 335 noncredit fall 2011 students enrolled in credit classes next semester (2012 Campus Profile) The noncredit population transitioning to credit is becoming an increasingly important factor in maintaining GCC's enrollment. In 2011-12, 80% of GCC's freshmen class was comprised of recent high school graduates. Of that 80%, approximately ½ of these high school graduates came from Glendale Unified. Future secondary school enrollment in GUSD and LAUSD is forecasted to decline. CA Dept of Education predicts that for 2012-2013 there will be a 16% decline in the number of prospective LAUSD graduates and GUSD's secondary school enrollment has shown a 8% decline this past year and projects the decline to continue for the foreseeable future. High school dropout rates have leveled for both GUSD and LAUSD, however, there is an increase in "super seniors"—those students who need an additional year to graduate from high school. Although the high school graduate pool is modestly declining, GCC can leverage their "in-house" noncredit student population to fill the void. (Assuming that there is a fiscal climate where GCC wants to grow enrollment.) According to 2012 Campus Profile, in Spring 2012, 28% of noncredit students had taken credit classes—a 47% increase in three years. Clearly noncredit student awareness of credit classes and programs has increased. In light of the SSTF, our emphasis now needs to focus on defining pathways and providing support to facilitate successful completion on the main campus. Traditionally students from our division who matriculate to the main campus come from OBT and DSL departments. Because of limited resources, the Chancellor's office has recently suggested that Parent Ed and Life Long Learning may no longer receive apportionment dollars. As it stands now, both of these programs do not receive enhanced funding for their courses unlike OBT and DSL. GCC must wait to see if the Chancellor's office follows through with the Legislature's recommendation of no longer funding these programs. Finally, with the College's effort to coordinate Workforce Development courses, career pathways should become more clearly defined, and overlapping programs consolidated. This consolidation will be beneficial to our students and eliminate the confusion and duplication among departments.

2.0. Student Learning and Curriculum

Course Level

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

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
NC Developmental Skills	34/34	100	34/34	100		
NC Lifelong Learning	8/8	100	8/8	100		
NC Business	31/32	99	29/32	94		
NC Parent Education	9/9	100	9/9	100		
Other Non-Credit						
Division Level	82/83	99	80/83	96		

2.1 Please comment on the percentages above.

Last year CE-Business and Life Skills had completed 31% of the SLO assessments; this year the division has completed 96% of the SLO assessments. In addition, our division has 83 courses to assess-- approximately the same number of courses as Social Science and more courses than 2/3^{rds} of all divisions--but with only 4 full-timers to complete the work. The dramatic increase in course assessments was a result of strong participation by our adjunct faculty.

2.2 Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

1) In our Powerpoint class, the students were able to create effective presentations; however, when students had to give presentations using their powerpoint, they felt uncomfortable and ill-prepared to speak in front of the class. The instructor is now including some information and practice as to how to more effectively give presentations using powerpoint. 2) In English 11B students must write a research paper. Upon analysis, many students were struggling to find credible and quality online sources. We have now included a mini-workshop on research technique before embarking on the research paper unit. 3) In Diet and Nutrition, students uniformly received high marks in passing a nutrition label reading test. However, when asked to bring in nutritious meals, students were not necessarily able to translate such choices to real world or personal situations. Next semester, the instructor plans on taking the class on a "field trip" to a grocery store for practice in reading and selecting healthy foods for themselves and their families to bridge the gap from theoretical to real world.

2.3 Please list all courses which have been reviewed in the last academic year.

None

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Non-Credit Certificates								
Account Clerk I					X			X
Account Clerk II					X			X
Adult Basic Education					X			X
Adult High School Diploma					X			X
Dental Front Office Clerk					X			X
GED Preparation					X		X	
General Office Clerk I					X			X
General Office Clerk II					X			X
General Office Clerk III					X			X
Introduction to Hospitality and Tourism					X			X
Medical Front Office Clerk					X		X	
Account Clerk I					X			X
Account Clerk II					X			X
Adult Basic Education					X			X

2.4 Please comment on the percentages above.

This year the division focused on increasing the SLO assessment %. Next year we will continue with our SLO assessment cycles, but focus intently on completing the initial PLO assessments. (2012-2013 will be the first time offering courses in Hospitality and Tourism in two years time.)

2.5 Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

We found that our students who passed the GED test in mathematics scored 14 pts higher than the national average and 19 points higher than the California average. (an increase of 14 points from 2011 when we increased our math classes and focused on persistence.) However, our students tend to score on average 20 points lower than CA and the national average in both Reading: Language Arts and Social Studies. We are expanding our small group classes in these areas to address our local students' needs, particularly since many of our students are ESL learners. This will become increasingly important goal as the new GED test scheduled for 2014 will require more rigorous reading and analysis skills.

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

GED and Medical Front Office (internally)

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	Increased/improved SLO/PLOs in a number of courses and programs
	New degree or certificate development
	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

The most effective means of increasing our SLO assessment rate was professional development for our adjuncts. Because our division is 95% adjunct, there was little understanding of the SLO process or buy-in from the faculty. During the year, we had two divisional retreats for faculty in October and January to review the slo's for courses and work together in formulating a plan as to how to assess these courses (3.5 hrs each) The cross-fertilization of the four departments working together ensured "fresh eyes" as to what and how to assess the slo's. These workshops fostered collaboration among departments. The second workshop focused on faculty learning effective measuring tools in assessing PLOs. After the second workshop, faculty began to make the connection between SLO assessments and improved course content and delivery that extended to program outcomes as well.

3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths

List the current strengths of your program

1. Noncredit programs serve a population not represented in credit programs. Both Office and Business Technology department as well as the Student Success Center offer gateway programs that provide pathways to educational and career goals. Currently GCC's noncredit program is the single largest feeder to GCC's Main Campus.

- 2. Part-time faculty members routinely respond to the needs of the division since only 5% of the faculty is full-time (see SLO assessment completed results.)
- 3. Open access and open entry/exit provides flexibility for students to begin studies immediately.

3.2 Weaknesses

List the current weaknesses of your program

- 1. Lack of full-time faculty. Although starting in 2013 we will have a 1 year contract hire in the Student Success Center, this position is funded by grant monies. We need a tenure-track full timer to lead the Student Success Center into responding to the needs of the students and the changes in the marketplace.
- 2. Inaccurate data collection and reporting that limits effective decision making and comparisons among departments of the college. PeopleSoft does not calculate accurate FTEF for our division. Problems with the integration of the CI Tracker software and PeopleSoft resulted in manual posting of positive attendance for the Student Success Center which serves over 200 students daily. This reoccurring issue calls into question the accuracy of our hours reported.
- 3. Online application and registration process difficult for noncredit students. Since last year, we have decreased the number of students who applied and then did not register from 41% to 31%. This reduction was mostly achieved by moving the registration date to a time within the previous semester when faculty and staff are available to help. That being said, approximately one third of potential students give up before they register for a class, representing a significant loss of possible students. In the two years as Division Chair, there has been a glitch with Peoplesoft in registration every semester, with some students blocked from being able to register and others receiving error messages.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Convert contract position to tenure-track position for Student Success Center	Dedicated faculty member that manages the department long term and is involved in all facets of GCC, including collaboration among departments and committee work	EMP 1.3.3
Rewrite curriculum for GED prep	National GED exam will be changed in January 2014 to reflect Common Core Standards of High Schools and to prepare students for further education and/ or career training. Revised GED curriculum will address these changes.	EMP:1.21,1.24 SLO:DLS 060 PLO:GED Cert ILO: 1,2,4,7
Establish clear OBT pathways to credit and integrate offerings in new Workforce development efforts.	Provide clear direction to students as to courses offered and career paths available.	EMP: 1.3, 2.1 SLO:OBT courses, PLO OBT Certs ILO: 1,3,4,6,7

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C.E. BUSINESS	I:CEB- 1
<i>Quickbook Pro Licenses</i>	

Section 4 Resource Request

Mark Type of Request:

<input type="checkbox"/>	Facilities/Maintenance	<input type="checkbox"/>	Computer Hardware for Student Use
<input type="checkbox"/>	Classroom Upgrade	<input type="checkbox"/>	Computer hardware or Faculty Use
<input type="checkbox"/>	Instructional equipment	X	Software/Licenses/Maintenance/Agreements
<input type="checkbox"/>	Non-Instructional Equipment	<input type="checkbox"/>	Conference/Travel
<input type="checkbox"/>	Supplies	<input type="checkbox"/>	Other

4.1 Clearly describe the resource request.

2013 Quickbook Pro Licenses (50 users each) to be installed in 2 classrooms and the Mariposa computer lab.

Amount requested: \$2,000

4.2 Funding

X	Requires One Time Funding
<input type="checkbox"/>	Requires Ongoing Funding
<input type="checkbox"/>	Repeat Request
<input type="checkbox"/>	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

<input type="checkbox"/>	Health & Safety Issue
<input type="checkbox"/>	Accreditation Requirement
<input type="checkbox"/>	Contractual Requirement
<input type="checkbox"/>	Legal Mandate
X	Other

Please explain how/why this request meets any of the above criteria.

It is necessary for our students to be familiar with the software that is currently being used in the workplace. Per Title V, noncredit classes can not charge for software licenses.

4.4 Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

EMP: 2.1 SLO: OBT 095 PLO: OBT Account Clerk II Certificate, ILO: 4,7

4.5 What measurable outcome will result from filling this resource request?

Students will be able to set up a chart of accounts and beginning balance of a company, create inventory items and process inventory purchases and sales, demonstrate the ability to add vendors and customers, and demonstrate the ability to process accounts payable, accounts receivable, and cash transactions using the most current Quickbook Pro software that is being used in industry.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	X
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.