

## 2014-2015 Program Review - Assessment Cycle Responses

### Accounting

Accounting 101 and 102 SLOs started as simple Pre and Post tests. Due to Institutional Learning Outcomes we have required Actg 101 to be assessed by an Annual Report project required by all students. Accounting 102 is using a presentation project in which students need to find a product to produce and prepare reports for topics in each chapters ending in a presentation about the project. All classes in Accounting are now requiring projects to encompass all applicable Institutional Learning Objectives.

### Admin of Justice

SLO assessments are on a regular cycle. PLOs were developed later and are scheduled to be assessed in fall 2015 for the first time

### Admissions & Records

### Alcohol/Drug Studies

Student Learning Outcomes and Program Level Outcomes are ongoing. The data currently collected as a result of Program Level Assessments show that there needs to be new additions to curriculum, as in two new classes, that reflect the current trends in curriculum at similar community colleges and universities that have ADST programs. These trends are consistent with current research with patient/client best practices, such as evidenced based treatment

### Animation

The animation program underwent a full certificate revision and it is in its final phase of formal approval at the Chancellor's Office. The certificate has been offered locally for two years. This has enhanced student success with respect to vocational skill attainment, and increased certificate completions from zero to 6 students per year over a two year period. SLO's from the last three years demonstrate success in instructional goals with students, with students acquiring cutting-edge digital animation skills. Changes that need to be implemented are as follows:

The animation program must begin to offer digital character design/sculpture in Pixologic ZBrush Software.

The animation program must offer 2-d digital/traditional animation instruction in ToonBoom software and become a ToonBoom Center of Distinction

The full time instructor of animation must continue to create articulation agreements with area high schools and colleges, and visit these institution to raise awareness of the existence of the animation program at Glendale College.

The computers in room HS117 must be replaced.

Implementing these changes will meet the following Institutional Learning Outcomes: communication, critical thinking, the application of knowledge.

### Anthropology

The entire catalog of curricula of the Anthropology Program was revised during the 2014-15 school year. In addition to being done as part of an analysis of outcomes, this was done to help the college develop an AA-T in Anthropology.

The new AA-T in ANTHR will be added to the Program Review for Dept. during the next cycle.

### Architecture/Drafting

The addition of software training was added to Arch 105 to increase information competency.

Arch 120 and 130 have increased the complexity of the projects required increased critical thinking skills

These classes also require students to present their final presentations to the class improving communication skills

Arch 106 (Building Codes) uses global awareness as it deals exclusively with fire and life safety.

Arch 250 includes a large number of assignments requiring students discipline in personal responsibility

All of the Architecture courses require students to apply the knowledge they have learned

## **Art History**

The SLO and PLO assessment results demonstrate that overall the Art History program is fulfilling its mission. We have tested on the use of proper art historical vocabulary, recognition of individual pieces of artwork, and on critical thinking skills, i.e. the ability to locate an artwork within its proper historical and cultural context as well as evaluate the artwork. The majority of students score within the upper range in our assessments demonstrating that the program is functioning well. They are able to communicate their ideas since the assessments usually take the form of small essays, often of "unknowns" which they are asked to evaluate and analyze using the tools and skills imparted during the semester. No significant changes have been implemented since the SLO and PLO assessments do not demonstrate such a need at this time. Generally any changes have been minor, usually the recognition that particular terms or time periods have not been emphasized enough, but no SLO result has shown the necessity for systemic change.

One significant problem is given the lack of full time staffing within the department (I reiterate here, only one full time instructor and nine adjuncts) trying to coordinate and assess SLOs is a significant nightmare. Add to this the fact that as the only full time instructor, I am also expected to re-write all of the course outlines, schedule multiple instructors, gather up and coordinate SLO assessments and results, create an AA-T program, write Program Reviews every year, and handle department budgeting, staffing, and technological issues, as well as teach 5 courses...and all with no release time and no compensation, if the assessment cycle in lacking somehow there is a simple solution: hire another full time faculty member or provide release time.

## **ASL**

## **Assessment Center**

## **Astronomy**

The astronomy department only has SLO at the moment, not PLO, as there is no program in astronomy at GCC.

In order to assess the students' learning more completely, uniformity among reporting faculty must be attained. To this end, meetings are planned every semester to ensure SLO assessments are carried out in a manner that is understandable and easily decipherable.

## **Athletics Administration**

## **Aviation/Flight Attendant**

## **Aviation/Pilot Training**

## **Baja Field Studies**

## **Business Admin**

To address concerns from the last review, instructors implemented interactive learning tools and other tools to get students more involved and assigned more group projects to reflect more real-world situations. They are addressing the needs of the students by assessing their scores at semester end and comparing them to the knowledge at the beginning of the semester. A new instructor was brought on to assess the international and entrepreneurial programs and classes over the next few years.

## **Business Services**

## **CABOT/BUSOT**

Ongoing assessments of the courses and review of the course outlines have begun to take place. Pre-test assessments and post-test assessments have been implemented in almost all courses. However, there is still work to be done. At this time How to adequately assess the results and to implement changes based upon the findings needs to occur.

## **CalWORKs**

## **Campus Police**

## **Career Center**

## **Center for Student Involvement**

## **Center for Students with Disabilities**

### **Ceramics**

Our last assessment of course SLO's indicate the majority of students demonstrate successful mastery of course outcomes. As such no major changes in course strategies were indicated. All courses are due for another round of assessments this current fall semester.

### **Child Development**

A number of changes were proposed as a result of the SLO assessment process. Some of these changes were course specific and individual faculty have worked independently and/or with the department chair to explore ways of developing critical thinking skills or improving student's ability to engage in reflective practice ( e.g., CHLDV 135, 140, and 142) through rethinking and revising assignments.

Other recommendations addressed broader issues such as English language competency and included strategies ranging from intentional pairing of competent bilingual students with less competent students in the classroom, to guiding students to use the writing supports available to them on campus, and the possibility of identifying bilingual tutors in the major to work specifically with child development students. We have reviewed the recommendations regarding English proficiency for the Core Courses in the program, revising all of them to include a minimum level of proficiency. We will continue to monitor student performance and reevaluate whether we should consider whether this is sufficient to support students' academic achievement.

Program Learning Outcome Assessments have inspired the workshop series begun in the Spring of 2014 designed to address a number of areas for students in the major or considering the major. We began with workshops about the program, included information about state certification and will continue to offer these workshops each year.

The changes and/or recommendations discussed above support the institutional commitment to developing critical thinking skills; enhancing students' communication skills and supporting the development of personal responsibility in our students.

### **Child Development Center**

### **Community Services Education**

### **Comp & Info Science**

In order to meet the ILOs of information competency and application of knowledge, obsolete courses and programs have been dropped from the departmental offerings. These three ILOs, and also the ILOs of quantitative reasoning and critical thinking are being served by revising and restructuring the offerings in the area of computer science. This revision includes changes to courses in order to meet statewide TMC requirements. Additionally, appropriate courses are now offered on increasing frequency. Also serving the ILOs of quantitative reasoning, application of knowledge, quantitative reasoning, and critical thinking the department participates in and will continue to develop the new college program in robotics. Each semester about a third of the department's sections are in the introductory courses CS/IS 100 and 101. To better serve the ILOs of communication, critical thinking, and information competency these courses are being revised to make use of the new San Rafael experiential learning lab, scheduled to open in fall 2015.

### **Cooperative Ed**

## **Credit ESL**

All five Grammar and Writing Course Outlines were re-written based on an analysis of which grammar items are taught at each level. Teams met to look at the actual items taught at each level and the impact this had on the next course in the sequence. The rewritten course outlines have been sent to C&I. The impetus to change the COs came from the results of the grammar and writing SLOACs.

We now have grading rubrics for four of five writing levels. The rubric for the remaining course was just approved at the October 2014 division meeting and will be presented to all members of the division. There will be training sessions to show faculty how to use the rubrics when scoring level one essays.

The changes mentioned above refer to the ILOs for communication, critical thinking, information competency, global awareness, personal responsibility, and application of knowledge.

PLO # 1 yielded very clear results and validated that the emphasis on the teaching of grammar and on having strong writing standards is beneficial for ESL 151 students who then progress to English 101.

In a study of four semesters (Spring 2012 to Fall 2013), 83% of students who passed ESL 151 then went on to pass English 101. Only 69.2% of students who passed English 120 went on to pass English 101. Only 67.3% Students who placed directly into English 101 passed this course. This has shown up that maintaining high grading standards and teaching grammar topics directly yield beneficial results. This is the second time we have run the data for this PLO and the results have been consistently good.

The next course outlines which will be revised are the four reading and vocabulary courses. The first change that was voted on was to include more non-fiction titles on the reading lists for these courses. A focus on non-fiction will better prepare students for the types of readings they will encounter in their majors. In addition, one faculty member is doing a pilot of an ESL 136 (level three reading) which has a business and science focus.

Add more non-fiction and discussions with Reading faculty

The teachers of the first three levels of Listening and Speaking have switched to texts which incorporate more videos and computer workbooks. This is based on.....

## **Culinary Arts/HTM**

SLO changes have focused on specific issues in different courses as stated above.

NA Do not have three year of PLO assessments to compare at this time.

## **Curriculum Office**

### **Dance**

All courses in the Dance Department strongly address ILO 1, 2, 5, 6, and 7.

ILO 3 and 4 are addressed in some classes through the use of Moodle and essay writing for all classes.

Quantitative reasoning is applied in Dance 130 - choreography, Dance 122- Jazz Performance Skills and Dance 135/136- Production. All classes address ILO nr. 4 through the use of musical and choreographic structure.

The dance faculty is revising the assessment rubrics addressing the ILO's on a 3 year cycle.

The entire curriculum was revised during the Fall and Spring 2013 semester.

The dance department also hired three new faculty members who maintain the department on trend with commercial dance within the dance industry.

As industry demands are frequently changing updates will be made on a regular basis.

A request has been made to declare classes that have not been offered for several years to list as inactive on the data base.

A request has also been made to change Dance 133 to appear as active on the data base and it will be assessed as soon as we have access.

### **Digital Photography**

### **Distance Education**

### **Economics**

The new AA-T in Economics will be added as a PLO to the Program Review process for the next cycle.

### **Educational Master Plan**

### **Electronic Tech**

NA There has not been three years of assessments to compare.

## EMT

| Class                   | Jun. 2011 | Dec. 2011 | Jun. 2012 | Dec. 2012 | Jun. 2013 | Dec. 2013 | Jun. 2014 |     |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----|
| Students Enrolled       | 55        | 79        | 59        |           | 48        | 70        | 70        | 58  |
| Students Grad Program   | 30        | 53        | 30        |           | 31        | 26        | 37        | 38  |
| # students Drop or Fail | 25        | 26        | 29        |           | 17        | 44        | 33        | 20  |
| % Pass class            | 55%       | 67%       |           | 51%       | 65%       | 37%       | 53%       | 66% |
| Registered for NREMT    | 30        | 52        | 30        |           | 31        | 26        | 37        | 36  |
| Took Test               | 30        | 50        | 29        |           | 31        | 25        | 34        | 29  |
| Passed                  | 26        | 41        | 26        |           | 28        | 25        | 32        | 27  |
| Fail                    | 4         |           | 9         | 3         | 3         | 0         |           | 2   |
| Pass Rate               | 87%       | 82%       | 90%       |           | 90%       | 100%      | 94%       | 93% |

The number of students passing the class is on the rise

The number of students passing NREMT has increased

The program is currently above 90% pass rate compared to 75% for the County of Los Angeles and 72% Nationaly makes Glendale College EMT Program one of the top programs in the County and Nationaly

## Engineering (Transfer)

### Engineering Support

### English

In the last three years, the English Division has reached 100% in terms of all of its courses having completed SLO cycles. The division has an effective timeline to facilitate continued regular assessment and is continuing its work on creating an effective and efficient means by which to track plans and actions taken as a result of student outcomes.

In general, changes that have been implemented as a result of SLOs have been course-specific, including changes in course texts, assignments, exercises, tests and quizzes, and decisions to emphasize or de-emphasize course content. A few changes (such as proposed changes in prerequisites, or the perceived need to teach composition skills in literature classes) will require additional division discussion. In relation to the composition skills/literature skills issue, the division is currently reviewing its exit/entrance standards in order to determine whether changes need to be made so as to better articulate between course levels. Special composition committee meetings are currently being held to this end.

For the last four years, the English Division has had in place methods set for analyzing its three programs. While the assessment of the English Developmental Program and the Transfer Level English Composition Program occur via a discussion of course assessment, we are stymied in our efforts to assess our AA Degree in English because we are not currently notified of students who are planning to complete a degree and have met the requirements to do so. As such, conducting a capstone portfolio assessment has not been possible. This year, plans are being made to discuss assessment methods and, also, to discuss the program learning outcomes for the degree.

## Environmental Technology

### Ethnic Studies

The overall success rate across the Division hovers around 65% every year, and this is consistent with our assessment of the development of critical thinking in students taking courses in this program. Some of the ways we've tried to address this are listed in the plans below, and we are also working across disciplines to better develop strategies related to this core competency.

### Facilities

### Financial Aid

### Fire Academy

The program is constantly assessing industry changes and using that information to make improvements to the program.

### Fire Technology

## **Fiscal Services**

## **Food Services**

## **Foreign Language**

Our last PLO assessment within the last 3 years was conducted in fall 2012. Since the AA-T in Spanish as a program had not been established, it will be included in the next PLO assessment scheduled for fall 2015.

The assessment results within the last three years for SLOs and PLOs have met our expectations, requiring no changes. However, across the program we would like to try to incorporate more opportunities to practice their oral and written communication skills as well as augment their understanding of the culture of the target language (global awareness), which is already at a very high level.

PLO assessment results in Italian, Armenian, French, Korean, Chinese, and Spanish indicated high levels of grammatical accuracy and appropriate and logical answers which involved a "continuation", or logical ending based on a reading or a video clip. In Japanese, the assessments showed that most students were able to produce appropriate sentences which indicated that they were able to comprehend Japanese. Most Japanese students were able to write about the cultural aspects of Japanese such as humble forms and rejecting compliments. These results relate highly to critical thinking and application of knowledge because in the assessments, the students needed to first comprehend oral/written information, process the information, and then logically continue the communication based on the previous information.

Since our language programs emphasize communication, critical thinking, and global awareness, these ILOs are incorporated daily into every level for all courses. Personal responsibility and application of knowledge also are incorporated daily as students are expected to do their homework, complete all written assignments, and apply their knowledge when they take tests, write essays, and communicate during class. The foreign language program considers its courses to be "performance" classes, and students are expected to integrate their knowledge during class (class participation) and outside of class when they complete homework, essays, and other assigned written work.

A change to our Foreign Language program includes revising our SLOs and aligning them for levels 101-104 in all languages while we revise all our curriculum this academic year. We feel that students should acquire the same basic skills in each level of every language we teach, and build upon these skills in the subsequent courses. We believe this change will facilitate our program level assessments.

## **Foundation**

## **Game Programming**

## **Garfield IT**

## **Geography**

The program has evaluated student success data, aggregate student evaluation data, and trends on and off campus. As it always has, Dept faculty meet regularly (at least once/semester) to discuss curricula to assure that sequential courses effectively prepare students.

Faculty have collaborated to develop a digital textbook for Physical Geography. The initial development occurred while Mr. Leaver was on sabbatical, and his efforts have since grown to include several adjunct faculty.

## **Health Center**

## **Health Education**

Many changes in our area has come from the development of the KIN AA-T degree and the reemergence of our Fitness Specialist Certificate. These changes have allowed us to move our courses into a better fit for the college and our students. The Fitness Specialist Certificate (was Personal Fitness Certificate) is going to enhance and complement the Kinesiology degree.

Our course outlines are now integrating English and math prerequisites focusing on the critical thinking, communication and quantitative reasoning. Our courses have always been focused on global awareness, personal responsibility, and the application of knowledge. These changes allow for our instructors to explore other teaching methods both on-line and in class and to ensure our students understand that health is multi-dimensional.

The majority of our courses were assessed in the Fall of 2013. In order to track our assessment cycles, a calendar was created and implemented. The calendar tracks our assessment cycles through 2022.

## **History**

The program has evaluated student success data, aggregate student evaluation data, and trends on and off campus. As it always has, department faculty meet regularly (at least once/semester) to discuss curricula to assure that sequential courses effectively prepare students.

The overall success rate across the Division hovers around 65% every year, and this is consistent with our assessment of the development of critical thinking in students taking courses in this program. Some of the ways we've tried to address this are listed in the plans below, and we are also working across disciplines to better develop strategies related to this core competency.

## **Human Resources**

### **Humanities**

In the last three years, the division has created and implemented processes related to the assessment of Humanities courses and programs, including a timeline, an online system for submitting and storing data and reports, and training for individual faculty to input their SLO data and reports. Additionally, the division has followed its assessment schedule for all courses except those that are inactive, as well as for all Humanities AA Degree programs.

Changes based on SLOs include primarily directives for emphasizing instruction related to the writing components of Humanities courses, as well as for emphasizing the synthesizing of course readings. No changes were deemed necessary at this time based on PLOs.

## **Industrial Technology**

## **Information Technology Services**

## **Instruction Office**

## **Instructional Support Services**

## **International Students**

## **Jewelry Making**

## **Job Placement**

## **Journalism**

Classes in this program relate directly to the ILOs of the college. In recent assessments of SLOs, it can be seen that the core skills of the classes, as evidenced by performance, are aligned with the ILOs. In the most recent assessment of J102, students were on target in 1.) writing balanced and objective news stories; 2.) demonstrating understanding of Associated Press news style; 3.) demonstrating knowledge and application of precepts of journalism law; 4.) applying critical thinking to discerning credible source information; and 5.) gathering adequate and relevant information for synthesis into news stories. These are all lessons that carry on to the advanced Journalism classes, including J103 and 104, which comprise the newspaper staff. In J103 they are moving to the developmental level of proficiency in these skills.

At the core of Journalism training is the goal of mastering both written and oral communication skills. Critical thinking is the essence of responsible Journalism. Quantitative reasoning, while not taught within the discipline, is ever more critical to effective reporting and students are advised to be well prepared in this area. Students who aspire to be Journalists must have a broad range of interests and broad reading experience and habits; this is emphasized throughout the courses in the discipline. Personal responsibility is emphasized in terms of meeting deadlines (the golden rule in journalism) and in interactions with the public, which also serves as source resources for the reporters. The students are continually called upon, when working on the newspaper and beyond, to apply all the the knowledge gained through the progression of courses.

## Library Science

Instructors discovered that students required more repetitive practice and guided instruction in the areas of (a) citation style, (b) search strategies and search techniques, and (c) evaluation skills. The pre-and post-assessments will continue to provide feedback on a macro-level of overall improvement as opposed to parsing out specific questions to focus on.

The credit coordinator and the adjunct librarian/database specialist have redesigned the LIB 191 assessment database to simply align specific questions with specific SLOs and exit standards, so that the reports generated will show us the percentage of improvement per SLO/exit standard. The additional objective of this redesign will be to simplify the functionality of the database for reporting purposes.

The assessment test questions still need to be updated, which has not been done in a few years. Due to the lack of staffing and increased workload of all fulltime librarians, this project has been placed on the back burner. The objective is also to design questions that can more directly map to the course's SLOs and exit standards.

To bolster the assessment data, the credit coordinator has created a basic form that asks each librarian teaching each semester to provide qualitative, summative feedback/assessment regarding the semester in question. These questions will be based on program review questions as well as a listing of specific designated assignments with identified learning outcomes. These outcomes will be mapped to specific Course Outline exit standards and Program Learning Outcomes, and which are the same as the Student Learning Outcomes for both credit classes. This form has already relieved each instructor from the challenge of recollecting what happened the previous year.

Both our SLOs and PLOs link directly to ILO #3 (Information Competency) and indirectly to ILOs #2 (Critical Thinking) and #7 (Application of Knowledge.) That is, in order to be information competent, one must also be able to think critically and apply the skills and techniques learned to the search, use, and evaluation of (re)sources.

## Library Services

### Machine Technology

As capacity has been increased within the last two to four years, it has been decided to add additional projects to better assist student learning outcomes. More projects will be added to the list of projects to be completed. New equipment has allowed students to complete more projects (knowledge, critical thinking and improved skills) as this is a "hands on" practice based field.

Adding more advanced classes in both hardware and software would better prepare students for the workforce.

## Marketing

### Mass Communications

In a recent Language Arts Division meeting one of our more perceptive members noted that we have all entered the ILO, PLO and SLO process backwards. We reverse-engineered by starting with individual course SLOs and, once those were written, worked our way up to PLOs and ILOs. One of the things this department head plans to do in Winter 2015 is to gather all of the objectives in one place and engineer them from top to bottom. After that is done, the assessment process will become more integrated.

## Mathematics

1) Creation and implementation of several new pathways through the Algebra sequence to address success rates in reaching transfer level math

- a) M131 as an alternative to M101 for our non-stem students
- b) M144 as a combination of our lowest two courses
- c) M301 and M341 as part of a fast track option through the developmental algebra sequence

2)Redesign of our Precalculus sequence

- a) Redesign of M100 to address student needs and success rates
- b) Creation of M110A and M110B for students going on to Calculus instead of the traditional M100 and M102 path.

2)Infusion of technology throughout the curriculum

- a) MyMathLab in M155
- b)Webassign is used from the Algebra sequence up to the Calculus sequence, with a very high level of homework completion.
- c)Varied technologies made available in M136 to better meet the articulation requirements from UCLA.

3)Creation and implementation of workshops for students and faculty

- a)Workshops for students from M155 to the Calculus sequence, based on problem areas from previous assessments.
- b)Workshops for faculty on pedagogical techniques for problem areas from previous assessments
- c) Technology workshops for faculty to inform them of all supported options for our courses.

4) Changes to M136 are being investigated to comply with the CID#. This will benefit students using M136 to obtain the Mathematics AS-T degree.



## **Matriculation**

### **Media Arts**

Students have performed well and SLO assessments have shown positive results. However, plans for changes in the Media Arts program are currently being motivated by two major factors:

First: recent technological trends and skilled labor requirements in the media industry as expressed by the digital media advisory group which met at GCC in August, 2014.

Second: a need to modify course outlines to conform more closely with C-ID descriptors. This will facilitate the creation of the Media Arts Associate of Arts Transfer degree.

### **Medical Office Administration**

When analyzing the SLO and PLO assessment results over the last three years the numbers speak for themselves. The Program generates a higher achievement level in the number of students receiving skill awards and certificates. However, we recognize that the courses and program require substantial updates and revisions to meet the needs of the changing Healthcare landscape.

Based on the assessment results, the MOA/HIT department plans to update the course outlines, revise skill awards and certificate in the coming year.

### **Music**

Over the last three years we have gradually increased the number of SLOs we assess and have increased the frequency with which we assess them. We will now more closely watch those classes that assess at the bottom, even if the assessment is satisfactory in order to continue to increase the quality of our overall instruction. Certain classes have very specific but a large number of SLO's. In these courses we will work to consolidate the number of SLO's to be better able to maintain a constant assessment cycle and quickly assess the ongoing quality of our courses.

The department will be working to improve ILO five by providing more on campus live music resources. This will include a concert series of world music and one of western. This will enable our students and all GCC students a greater access to the music of our own heritage and that of our peers. ILOs No. 3,5, and 7 are already an integral part of the courses but we will increase our monitoring of music majors to assist them in successful transfer to both professional work and four year conservatory settings and thus better fulfill ILO 7.

### **NC Developmental Skills**

The driving forces for change to our programs over the past three years have been the Common Core Standards and the College and Career Readiness Standards. As we have aligned most of the courses associated with ABE and GED (high school equivalency) program and are in the process of rewriting the Adult and concurrent high school courses to reflect the standards, all programs are improving. The implementation of these standards in the rewritten courses enhance our students' ability to, in particular, communicate effectively orally and in writing using the conventions of standard English, think critically at various depths of knowledge and communicate this knowkedge, develop a body of general knowledge that will serve them well as citizens, and apply quantitative reasoning in various situations. In addition through the science and social studies courses students will grow in awareness of global issues and their personal responsibility, however limited, to engage making sound decisions that will have an impact from local to global.

### **NC Lifelong Learning**

#### **Non-Credit Business**

The accounting textbooks have been updated. As a result of regular assessments, several of our instructors have refined the course assessment instruments/questions to better help evaluate the effectiveness of the class and by extension the program and its alignment with the curriculum. Additionally, four of our courses have submitted to C&I substantive changes to the course outline.

There are new 2013 Microsoft textbooks in the computer lab: Word Levels 1 and 2, Excel Levels 1 and 2, PowerPoint, and Access. Having new textbooks in the computer lab will afford the students the opportunity to practice and enhance their computer skills. By offering new courses, we are able to provide the students the latest version of application software to aid them in obtaining immediate employment.

In the OBT program, students gain fundamental knowledge of theory and technical skills that relate to the Institutional Learning Outcomes.. As students progress through the program, they are exposed to the workplace settings and are able to apply the skills and knowledge learned. Skills include communication through group projects such as case study, class presentations, Information competency, critical thinking, and development of personal responsibility. As they progress through the advanced classes, application of their skills is refined.

## **Non-Credit ESL**

In carrying out assessments related to our SLOs and PLOs, it has become evident that adjustments need to be made to our curriculum and to our student and program learning outcomes. In some cases, the assessments showed that some course content may not be relevant anymore. In other cases, it appeared that an assessment was not effectively measuring, or capturing, the true learning outcome. For example, assessment scores related to our verbal exit exams showed student mastery of verbal tasks. However, in spontaneous conversational tasks students had difficulty successfully communicating. The division faculty determined that students were memorizing the questions and answers to our verbal exit exams. The division has since implemented a new verbal assessment to capture students' authentic conversational skills. This has been one of the most significant changes made to our program in the last three years. The improvement of our verbal assessment also has a substantial effect on our program overall because all of our core courses require the use of a verbal assessment exit exam. It is directly related to ILO #1 – Communication.

The SLOs related to our conversation classes are also under review. Some exit standards require additional instructional time, whereas other SLOs may not be useful for measuring student success.

## **Non-Credit Parent Ed**

## **Noncredit Matriculation Plan**

## **Nutrition**

## **Office of VP of Instruction**

## **Performing Arts Technical Support**

## **Philosophy**

## **Photography**

Course content revisions and updating of all course outlines have been submitted for approval to address the needs of the students found in the assessments. Curriculum will be streamlined and more consistent across course sections and content will not overlap between courses.

To increase completion rates, courses are also being renumber to clarify the sequencing of the classes and and multi year scheduling will continue to ensure that the students have access to courses required to graduate.

The Photography Program demands that students develop their own voice and communicate that voice. Students employ critical thinking in evaluating photographic works. Students review work from around the world and from a diverse student population. Students learn personal responsibility for executing their work and interfacing with the community. Students must apply their knowledge, using advanced camera and computer technology.

## **Physical Education**

The majority of our courses were assessed in the Fall of 2013. In order to track our assessment cycles, a calendar was created and implemented. The calendar tracks our assessment cycles through 2022. Many changes are occurring due to repeatability and the creation of families. A number of courses have been submitted to C&I and have already been approved by the board. Our goal is to have all PE course outlines submitted to C&I by mid spring 2015.

All of our courses are directly linked to our Institutional Learning Outcomes. We focus on communication, critical thinking, information competency with the use of Moodle, global awareness, personal responsibility, and application of knowledge. More and more we are using mathematical concepts in our courses explaining angles, using word problems, and statistics. We are creating courses with high academic rigor, including on-line assignments and assessments, writing assignments, and including essays on exams. Physical activity always incorporates the application of a process; demonstrating and repeating but feel with the addition of these components make us a stronger discipline.

All of our courses will be designated to a family and the course outlines will be written in levels; beginning, intermediate, and advanced. Designing our courses in this manner gives us the ability to see how many students are advancing to mastery level courses. Our goal is to maintain high levels of retention through the chosen sport(s).

## **Physical Science**

## **Physics**

The results of our assessments have generally met or exceeded expectations. We have observed that students respond better to a more interactive learning environment. We have thus incorporated interactive problem-solving sessions into Physics 101, 102, and 103. This has resulted in improved test scores and higher success rates. This will ultimately improve the college's transfer rate.

## **Planetarium**

## **Political Science**

The program has evaluated student success data, aggregate student evaluation data, and trends on and off campus. As it always has, department faculty meet regularly (at least once/semester) to discuss curricula to assure that sequential courses effectively prepare students.

The overall success rate across the Division hovers around 65% every year, and this is consistent with our assessment of the development of critical thinking in students taking courses in this program. Some of the ways we've tried to address this are listed in the plans below, and we are also working across disciplines to better develop strategies related to this core competency.

## **Professional Development Center**

## **Psychology**

The program has evaluated student success data, aggregate student evaluation data, and trends on and off campus. As it always has, department faculty meet regularly (at least once/semester) to discuss curricula to assure that sequential courses effectively prepare students.

The overall success rate across the Division hovers around 65% every year, and this is consistent with our assessment of the development of critical thinking in students taking courses in this program. Some of the ways we've tried to address this are listed in the plans below, and we are also working across disciplines to better develop strategies related to this core competency.

## **Real Estate**

Programs and courses were assessed to be adequate in terms of curriculum and material. Additional resources are always in need.

## **Research, Planning, and Grants**

## **Sample Program**

## **Scholars Program**

## **Scholarship Program**

## **Social Science**

See section D below.

Also see 2013-14 SSD PLO Analysis.

## **Sociology**

The entire catalog of curricula in Sociology was revised during the 2013-14 school year. In addition to being done as part of an analysis of outcomes, this was done to help the college develop an AA-T in Sociology.

The new AA-T in Sociology will be added to the Program Review for Sociology during the next cycle.

## **Speech**

The Speech department is proud of its active participation in the SLO process. In the last three years, we have refined the wording of course SLOs to reflect PLO and ILO goals, and require all full and part-time faculty to include course SLOs on their syllabi. In the last three years, the Speech department has become more adept at evaluating SLOs as evidenced by our ongoing efforts to update all speech courses based on COR standards. As a vital part of the assessment process, we have strongly full and part-time faculty to work together in the data collection, analysis and reflection process.

Our work on SLOs has played a significant role in the PLO process. For example, 43 Speech Communication course sections were assessed in the Fall 2014. Four hundred and seventy three students participated in the sample group. Of these, 83.7 percent achieved a sufficient score based on the PLO 1 and PLO 2. This assessment, in turn, plays a significant role concerning student success, the ongoing ILO process, and upholds the core mission of Glendale Community College.

## **Staff Development**

### **Student Activities**

### **Student Development**

It is difficult to examine the last three years of SLO and PLO assessments for the Student Development courses because it has only been this last year that we were included in the Instructional Assessments. Prior to Summer 14, it was uncertain where the Student Development classes would fall within the SLO's, Student Services or Instruction.

Based on the SLO's that we have tracked these last few cycles, there have been several changes to the classes that have helped with the success of our students. For example, the recommended preparation that was included in the SD 145 class allowed the students to know better what to expect when they took the class and conversely, allowed the instructor to teach the class at a level of English that was more in line with the material being presented. This falls in line with the ILO's of Communication, Information Competency, Personal Responsibility and Application of Knowledge.

### **Student Outreach**

### **Studio Art**

SLO and PLO assessments from the last five years clearly show that performance and consistency in the Studio Art Department's foundation year (Art 150; Drawing I, Art 130; Design I, Art 152; Life Drawing I, Art 138; 3D Design), significantly impacts student retention, success and program completion. To that end, the Studio Arts department has implemented an number of changes in concert with ILOs:

- more emphasis on critical thinking and self critique by students (Communication, Critical Thinking, Application of Knowledge, Personal Responsibility, Openness to Diversity)

- more emphasis in skill building, technique and practice (Application of Knowledge, Personal Responsibility)

- a move from simple in-class exercises to more intensive content and concept driven assignments (Critical Thinking, Application of Knowledge, Global Awareness, Openness to Diversity)

### **Study Abroad**

### **Supplemental Instruction**

### **Tech Ed**

### **Technology Plan**

## **Theatre Arts**

There have been many discoveries as related to SLO and PLO assessments.

The primary discoveries involved the preparation of our students for transfer or profession. Through a clear AA-T degree plan and offerings, the department can better plan curriculum offerings and seasons in advance. Students have exhibited experiences closer to what the profession holds, and are looking towards transfer at our nearby institutions such as CSU, Northridge, CSU Fullerton and UCSB.

There are a number of transfer schools who look to the GCC Theatre Department to recruit our students. The reputation of our students has created offers from Los Angeles Theatre companies such as East West Players, Falcon Theatre (Burbank), SkyPilot Theatre (NoHo Arts District) and others.

Through our assessments, the department acknowledges it still has some room to grow. The Theatre Arts Certificate in Technical Theatre (with the implementation of new courses) will be examined in 2015. Our assessments have allowed us to realize that a Full-Time Faculty in Technical Theatre is necessary for the areas of technical theatre to thrive.

What is most strong is the department's commitment to diversity in the offerings of productions, and faculty who teach the general education courses (T ARTS 101, 102, 107). This has allowed students in those classes to take one or more additional courses within the department. It is through our IGETC courses that we will continue to grow.

All courses offered go towards our degrees, certificates, and transfer. The main focus that all of these assessments focus on are communication and personal responsibility.

## **Title V**

### **Transfer Center**

### **Welding Technology**

No changes have been needed for this program.

### **Workforce Development**