



Accounting

Accounting AS Degree

Changes: Include it as a AS-T

Accounting Certificate

Changes: No Changes

Bookkeeping AS Degree

Changes: Include it as a AS-T

Bookkeeping Certificate

Changes: No changes required.

Computerized Accounting Specialist

Changes: No changes required.

Tax Preparer

Changes: No changes required.

Admissions & Records

A&R will communicate to students about the new Student Success and Support Program priority registration

Changes: At this point no changes are being considered. Students are informed via our SOS staff and student ambassadors, A&R email communications via MyGCC, website information, and publications.

A&R will survey student-veterans about the services in the new Veterans Resource Center to make

Changes: Due to the survey results, A&R with the Foundations Office assistance was able to get a donor to expand the Veterans Resource Center. The grand opening is scheduled for November 2014, The additional space for study group, tutoring, and a counseling office have been added.

Alcohol/Drug Studies

Alcohol Drug Studies Certificate

Changes: None at this time

Animation

Animation Certificate

Changes: The Animation Certificate has been revised and is at the very last stage of approval at the Chancellor's Office. This is the primary credential offered to students in the Animation area at Glendale College.

Report on Course Changes Due to PLO Assessments

Anthropology

Anthropology AA-T

Changes: Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Art History

Art History AA Degree

Changes: The Art History AA-T degree was developed and approved by C&I

Assessment Center

Students will prepare themselves before taking the assessment tests.

Changes: Staff are trained to explain to students the importance of preparing in advance for their assessment tests (e.g. proper placement, shorter time to transfer, etc.); staff distributes study packets and refers student to online test prep materials at www.glendale.edu/studypackets; staff explains to students the consequences of lack of preparation (e.g. lower course placement, length of time to transfer, etc.).

Students will understand the importance of taking assessment tests.

Changes: Staff trained to explain to students the purpose of the assessment tests, their relation to course prerequisites and placement, and the importance of test preparation.

Athletics Administration

Students will understand and follow established standards for athletic eligibility.

Changes: We increased our athletics counseling staff to two counselors with 1.5 FTE of their assignments dedicated to student athlete counseling. The counselors offered pre-registration advising workshops before the summer, fall, winter, and spring priority registration periods. We also offered ECAP for Athletes sessions for incoming first-year student athletes in advance of the fall priority registration deadline.

Aviation/Pilot Training

Aviation Administration AS Degree

Changes: Textbook change.

Aviation Administration Certificate

Changes: Textbook change

Pilot Training AS Degree

Changes: Modifications to presentation format, increased testing.

Pilot Training Certificate

Changes: Modifications to presentation format, increased testing.

Report on Course Changes Due to PLO Assessments

Baja Field Studies

Students perform better in field based courses compared to the same course on GCC campus

Changes: NEW INSTRUCTORS RECRUITED TO TEACH ASTRONOMY, ENGLISH, and GEOLOGY

Students report a high level of satisfaction with the field experience.

Changes: We submitted a CPS grant to purchase new furniture, as well as cleaning and kitchen supplies for the field station, in response to student suggestions for improvement. The Program Co-directors, along with the Glendale College Foundation and the College President, continue to reach out to Program alumni, current supporters and other potential donors to reach our Baja Endowment fundraising goals. We are now requesting a fully-funded staff position for a Station Director, who will be able to maintain the facility and manage the logistics of our field station.

Biology

Biology Program

Changes: acquired new digital cameras, microscopes, and a flat screen; approval of AS-T Biology

Health Science Program

Changes: improved anatomy tutoring, updated course outline for Biol 121 to match C-ID descriptor

Business Admin

Business Administration AA Degree

Changes: no change

Financial Planning and Investment AS Degree

Changes: no change

Financial Planning and Investment Certificate

Changes: no change

General Business AS Degree

Changes: no change

General Business Certificate

Changes: no change

Human Resources Assistant Certificate

Changes: no change

Insurance Professional Certificate

Changes: no change

Insurance Specialist AS Degree

Changes: no change

Insurance Specialist Certificate

Changes: no change

Insurance Specialist: Life and Health AS Degree

Changes: no change

Report on Course Changes Due to PLO Assessments

Insurance Specialist: Property and Casualty AS Degree

Changes: no change

Management AS Degree

Changes: no change

Management Certificate

Changes: no change

Marketing AS Degree

Changes: no change

Marketing Certificate

Changes: no change

Real Estate

Changes: no change

CABOT/BUSOT

Dental Front Office/Billing and Coding Certificate

Changes: Program moved to another department

Retail Management AS Degree

Changes: Program moved to another department

Retail Management Certificate

Changes: Program moved to another department

Campus Police

Table Top exercise in emergency and safety scenarios.

Changes: The latest information will be used in the new Safety Manual. Currently a new emergency laminated flip chart is being produced for every office, classroom on campus. This is pending and still in production.

The Campus Security Act

Changes: Latest information is updated annually and required to be published every October- see below for requirements explanation- Latest Stats will be used to keep report current annually.

To inform and demonstrate the "Emergency Preparedness Training to all campus divisions/ and departments.

Changes: To continue to update faculty and staff on safety presentations and drills- see below for stats,.

Center for Student Involvement

Students will indicate that they have improved communication skills as a result of participation in CSI

Changes: We've encouraged participating faculty to involve more writing in programs. However, this has been difficult since there is no faculty coordinator to do this work with each faculty member. Encouraged faculty to integrate more writing. Difficult because no Faculty Coordinator release time exists.

Students will indicate they have gained greater appreciation of diversity as a result of participation in activities

Changes: No changes made last year.

Report on Course Changes Due to PLO Assessments

Students will report an increase in understanding their role in the community and their contribution to

Changes: No changes made last year. Changes planned for next year.

Students will report an increase in problem-solving skills as related to their work in a community service

Changes: No changes made last year.

Center for Students with Disabilities

Maintain interactive communications/mutual support program w/fac/staff.

Changes: Added 2 modules to DSPS online resources for fac & staff (Hearing Impairments, Autism)

Students identify & utilize effective accommodations to reach their goals

Changes: Revised student survey, implemented group orientations for SD143 & CABOT 93

Stus demonstrate under-stand importance of phys. activ. to personal well-being.

Changes: Revised assessment tool and PLO. Linked Adapted PE SLOs directly to this SSLO

Stus devise/implement SEP to effectively move toward realistic,purposeful lifegoals

Changes: Create tracking system to measure services in student matric success using ST DEV 143

Ceramics

Ceramics Certificate

Changes: All course outlines reviewed, updated and completed Fall 2014

Child Development

Child Development: Master Teacher AS

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce.

Child Development: Master Teacher Certificate

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce

Child Development: Site Supervisor AS

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce

Child Development: Site Supervisor Certificate

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce.

Report on Course Changes Due to PLO Assessments

Child Development: Teacher (Preschool) AS

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce

Child Development: Teacher (Preschool) Certificate

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce. These workshops have been well received by students and will be scheduled twice a year beginning in 2015-16.

Child Development: Teacher-Infant/Toddler AS

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce

Child Development: Teacher-Infant/Toddler Certificate

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce.

Child Development: Teacher-School-Age Care AS

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce

Child Development: Teacher-School-Age Care Certificate

Changes: Workshops designed to help Child Development majors (and prospective majors) understand the college certificate/degree program and the State of California's Child Development Permit Program have been planned to inform students about the options available to them as they prepare to enter the early childhood workforce.

Comp & Info Science

Computer Operator AS Degree

Changes: This program was deleted from the curriculum.

Computer Operator Certificate

Changes: This program was deleted from the curriculum.

Computer Repair Technician Certificate

Changes: This program was run in Technology Division in the Electronics Department. Unsure of its current status.

Report on Course Changes Due to PLO Assessments

Credit ESL

Credit ESL Program

Changes: NO CHANGES MADE. The success rate of students who took ESL 151 and then took English 101 is 83%. This is higher than the success rate of those students who finished English 120 and then took English 101 (69.2%). We feel that this is due to the emphasis on grammar in these grammar and writing courses. To further strengthen these courses, the course outlines for all grammar and writing classes (ESL 111, 123, 133, 141, and 151) were re-written and sent to C&I for approval. In the next year, the four reading course outlines (ESL 116, 126, 136, and 146) will be re-written and sent to C&I for approval. The changes will include more emphasis on non-fiction and more writing and review of verb tenses.

Culinary Arts/HTM

Beginning Culinary Arts Certificate

Changes: Beginning to change the lecture-lab ratios for lab classes

Dietary Services Supervisor AS Degree

Changes: Considering changing this major to a "Certified Dietary Manager"

Dietary Services Supervisor Certificate

Changes: Considering changing this certificate to a "Certified Dietary Manager"

Restaurant Management AS Degree

Changes: Working to reduce the number of credit hours required for this major.

Restaurant Management Certificate

Changes: Working to reduce the number of credit hours required for this certificate

Curriculum Office

Evaluation of course outlines for meeting curriculum standards

Changes: adoption of additional technological tools in curriculum processes

Dance

DANCE AA Degree

Changes: Courses that are not offered anymore were removed and replaced

DANCE Cert.

Changes: Outdated courses were removed and replaced

DANCE Department

Changes: Dance Department was assessed on 5/15/12.

DANCE Teaching AS Degree

Changes: AS degree was updated 2016

DANCE Teaching Certificate

Changes: Remove and replaced outdated classes.

Report on Course Changes Due to PLO Assessments

Electronic Tech

Computer Engineering Technician AS Degree

Changes: This degree is no longer being offered.

Computer Engineering Technician Certificate

Changes: This degree is no longer being offered.

Electronics Engineering Technician AS Degree

Changes: This degree is no longer being offered.

Electronics Engineering Technician Certificate

Changes: This degree is no longer being offered.

Electronics Technology Technician AS Degree

Changes: Students have shown a need for more lab hours and more hands on experience. Catea funding by the state funded new equipment

Electronics Technology Technician Certificate

Changes: Students have shown a need for more lab hours and more hands on experience. Catea funding by the state funded new equipment

Engineering/Electromechanical Design AS Degree

Changes: This degree is no longer being offered.

Engineering/Electromechanical Design Certificate

Changes: This degree is no longer being offered.

EMT

Emergency Medical Technician

Changes: We have adopted the use of online testing review programs and online study plans. □These programs provide the student with a directed study plan and homework based on testing of knowledge and needs for assistance in identified knowledge needs. Helps the student do more than just read the book.

English

English AA Degree

Changes: Because the college does not yet have a way to inform divisions of students intending to complete a degree in a major in time for them to assess students, no formal assessment of student learning has been completed. However, recognizing that changes can still be made to serve students, the division developed a new ADT in English to help accommodate the needs of majors and potential majors.

English AA-T

Changes: NO CHANGES DEEMED NECESSARY AT THIS TIME.

English Developmental Program

Changes: In addition to the changes described for English 120 (above) the English division has looked carefully at the content and logistics of the English 120 common final which serves as the capstone assessment for the English Developmental Program. It is anticipated that by Spring 2015 additional work will have been done to solidify any changes made to the assessments in order to best serve students and to respond to their needs.

Report on Course Changes Due to PLO Assessments

Transfer Level English Composition Program

Changes: This program is assessed by an analysis of the data from its capstone courses English 102 and English 104. Based on results, the division has implemented additional DLAs at the learning center. Modifications to course outlines of record for English 102 and English 104 were also made to better emphasize aspects of the course in which instructors felt students needed additional work.

EOPS

Collect and report newly required SSSP MIS and Matriculation data.

Changes: ASSESSED AND REVISED new SSSP MIS data elements in the EOPS e-file system TO MORE ACCURATELY collect this data to ensure we're in compliance with the Chancellor's Office.

Create an electronic program admission process integrated with MyGCC.

Changes: As technology became available, we gradually changed the application process from paper based to web based completion and submission.

EOPS staff will be able to complete the EOPS student continued program eligibility process electronically.

Changes: Initially, only a part of the process was converted to an electronic version, with a counselor assessment part left on paper. In the second cycle, all aspects of the process were converted to an electronic version allowing counselors, the classified staff and the director to complete their part of the process in the electronic student file system without a need for paper.

Move to an earlier program admission period.

Changes: We moved the program admission date from the first day of semester to two weeks prior to the start of semester, then moved it to the beginning of the registration period. This allowed students who registered early, apply for EOPS and use its services earlier.

Store EOPS Mutual Responsibility Contract electronically.

Changes: We formatted the EOPS Mutual Responsibility Contract into the student e-file system, which allows the program to store it electronically.

Students will be able to monitor their counseling contacts through MyGCC.

Changes: Students gained access to their EOPS counselor contact information through MyGCC. They can contact the office if their record does not match with EOPS record and request a correction.

Report on Course Changes Due to PLO Assessments

Facilities

Facilities Program Outcome/Energy Conservation

Changes: Hired 2 FTE custodians, No changes. Positions submitted under program review Describe changes made due to assessments: 11/10/2017 annual

None
Intro
Dev
Mastery
None
Intro
Dev
Mastery
None
Intro
Dev
Mastery
4. Critical Thinking 5. Global Awareness and Appreciation 6. Personal Responsibility
None
Intro
Dev
Mastery
None
Intro
Dev
Mastery
None
Intro
Dev
Mastery
None
Intro
Dev
Mastery
1. Communication 2. Mathematical Competency/Quantitative Reasoning 3. Information Competency (literacy) Relation of Program to ILOs: Facilities Program Outcome/labor In progress 5/20/2014 Last Assessed: Current SLOAC Status: Assessment of PLOs When will this program be assessed next? Describe the program's assessment cycle: When will the program undergo curriculum review next? Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs). Employment Standard: Institution-Set Standards (CTE Degree/Certificate Programs Only): CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates. %2012-2013: 2011-2012: Employment Rate Trends (CTE Core Indicators) Institution-Set Standard for Licensure Pass Rates (if appropriate to your program): % How did you set your standard? Please give context about the standards: AS fume hood upgrades. Lighting, Controls and Mechanical upgrades.

Facilities Program Outcome/labor

Changes: No changes. Positions submitted under program review

Financial Aid

Install Imaging and create paperless environment

Changes: we have installed scanners and have begun imaging documents

Reduce student borrowing by participating in the US Dept. of Education Experimental Site project to reduce

Changes: Restricted unsubsidized loans to students who are beyond first year of college (30+ units) or are paying out-of-state fees. As a result, the level of subsidized loans dropped by 50% over the LAST TWO YEARS.

Report on Course Changes Due to PLO Assessments

Fire Academy

Fire Academy

Changes: Incorporate safety and survival training. The academy is always evolving to meet the needs of the communities served.□

Fire Technology

Fire Technology AS Degree

Changes: none

Fire Technology Certificate

Changes: none

Food Services

Comparison pricing among suppliers/ product providers

Changes: have switched to alternate suppliers to reduce costs & purchase healthier products geared to students interest

Food Product Expenses & Revenue

Changes: Some vendors have been changed to reduce expenses / On-going price evaluations

Foreign Language

Armenian

Changes: UPDATE: AA DEGREE OPTION #2 IS IN PROCESS OF BEING ASSESSED. UPDATE FALL 2016: The Armenian program is meeting its Program Learning Outcomes with high percentages. A total of 427 students were assessed. About 90% gave appropriate answers in the writing sections. About 75% had no significant grammatical errors. About 95% gave appropriate answers in the culture section. We are very satisfied with our results. A majority of our students are achieving fluency in the language and understanding its culture. More than half of the students demonstrated knowledge in grammar and orthography. To improve these results we must increase our writing practice, demand more compositions, give individual attention to those who write with difficulty, conduct more dictations, show more videos, encourage more lab work. We must continue to emphasize reading, listening, oral, and written communication activities in class. We must continue to provide practice with spelling and punctuation, as well as with subject-verb agreement. In short, our varied techniques such as drills, conversation, media presentations, song study and listening, reading and discussing cultural material are all helpful and should be intensified for even better results.

At the end of the assessment the following question was asked:
Would you like to pursue an AA Degree in Armenian language if it were available?

Out of 427 students:
274 answered "NO"
153 answered "YES"

Report on Course Changes Due to PLO Assessments

Chinese

Changes: UPDATE: AA DEGREE OPTION #2 IS CURRENTLY BEING ASSESSED. UPDATE FALL 2016: Chinese 101: Students will continue to be exposed to Chinese characters and pinyin and practice translating back and forth between the 2 languages to continue to achieve high levels of meeting the expectations of the SLOs. Additionally, students will continue to listen to spoken Chinese to practice their listening comprehension skills.
Chinese 102: Students will continue to be exposed to Chinese characters and pinyin and be asked to think critically and communicate orally and in writing using Chinese.

Foreign Languages Program

Changes: No changes were made. UPDATE: CHANGES WILL BE REPORTED IN THE NEXT PROGRAM REVIEW AS WE ARE CURRENTLY ASSESSING OUR PLOS. FALL 2016 UPDATE: WE ARE MEETING OUR EXPECTATIONS IN REGARDS TO OUR PLOS. IN THE PLO ASSESSMENTS WE ALSO ASKED STUDENTS IF THEY WOULD LIKE TO SEE AN AA DEGREE OFFERED IN THE LANGUAGE (ARMENIAN, JAPANESE, ITALIAN). WHILE NOT ALL STUDENTS ARE SEEKING A DEGREE IN THE LANGUAGE, MANY STUDENTS DID INDICATE THAT THEY WOULD LIKE TO PURSUE THE DEGREE IF IT WAS AVAILABLE, SO OUR NEXT PROJECT IN TERMS OF PROGRAM WILL BE TO RECONFIGURE OUR AA DEGREE OPTIONS THROUGH C & I AND OFFER AA DEGREES IN ARMENIAN, JAPANESE, AND ITALIAN IN ADDITION TO OUR SPANISH, FRENCH, AND "2 LANGUAGE" OPTION OF 10 UNITS IN ONE LANGUAGE AND 8 UNITS IN ANOTHER .

French

Changes: UPDATE: PLO ASSESSMENTS ARE IN PROCESS FOR AA DEGREE OPTION #1 AND WILL BE REPORTED IN THE NEXT PROGRAM REVIEW. UPDATE FALL 2016: Describe what changes will be made to improve learning outcome.
For the French program, when it will be time again to write the PLO reports, we will be using the SLO assessment information collected in spring 2016 and fall 2016 and feed it into the PLO report instead of conducting separate PLO assessments. We overwhelmingly met our expectations, but some instructors suggesting changing the WAY the PLOs were tested—maybe it would have produced even better results. Indeed, the students were asked to write a bit too much and some of the answers were too open allowing for a larger amount of small mistakes. Therefore, for the next time we might have more specific questions. We will continue to present real-life situations during class to encourage development of all kinds of communication. We will also encourage direct dialogue and communication between the students, as it is a priority in our program. The cultural portion was a success since it also required the students to demonstrate intercultural skills and knowledge. The 104 class will need to be reassessed and see if the level has increased as Passé Composé and Imparfait should already be mastered by 103. In all levels of French we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the cultures of the Francophone world. The importance of using French in the classroom results in better language acquisition and should be enforced in all levels. In addition to teaching in the target language, the goal of the French program is to embed grammar and communication in a cultural context. All lessons will be culturally based as language is deeply rooted in culture. The priority will also be on the Francophone world rather than just the French world.

Italian

Changes: UPDATE: AA DEGREE OPTION #2 IS CURRENTLY BEING ASSESSED. UPDATE FALL 2016: For the Italian program, we overwhelmingly met our expectations but that notwithstanding, we are planning to increase the reading exercises given to the students assigning them to practice reading a certain passage out loud daily for homework in order for them to strengthen their pronunciation skills and enabling them to feel more comfortable in speaking Italian, and these same passages will be also read out loud during class time by random students. We are also planning to assign once or twice per semester an exercise similar to the assessments, in order for the students to become better at reading thoroughly and answering accordingly, since it was observed that many mistakes were made due to the fact that they had misread or misunderstood the questions for the assessments.
We are extremely pleased with the results and therefore, in all levels of Italian language we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the Italian culture.
For Italian 130, which will be offered during the Study Abroad in Italy, Winter 2018, I am planning to extend the observations that took place in Rome, to include the other cities that we will also be visiting allowing the students to compare and contrast the differences between metropolis and smaller cities and towns that will give them a broader understanding of the Italian culture.

Report on Course Changes Due to PLO Assessments

Japanese

Changes: UPDATE: AA DEGREE OPTION #2 IS IN PROCESS OF BEING ASSESSED. UPDATE FALL 2016: The Japanese program is meeting its PLO with high percentages. We will continue to emphasize reading, listening, oral and written communication activities in class, as homework, on written compositions, and as sections on exams.
In all levels of Japanese we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own cultures.

Korean

Changes: UPDATE: AA DEGREE OPTION #2 IS CURRENTLY BEING ASSESSED. UPDATE FALL 2016: In the future, I will revise content of assignment/activities regarding particles, verb conjugations. Also revise the amount of writing/oral/visual or similar work, increase in-class discussions and activities and provide more frequent or fuller feedback on students' progress.

For Korean 102, the results are not surprising because generally speaking, as a student takes the first reading and second reading, his or her skills increase. All students were able to at least write something, and the students were able to continue their conversations in an appropriate way, which indicates that PLOs #1 and #2 were met with excellent results, due to the reading, listening, oral, and written communicative activities we used in class. In addressing PLO #3, 90% of the class was able to make an appropriate response. The students were able to make an appropriate response to identify a cultural element and explain its significance. In the future, I will continue this method and intensify it, and include more on line research reports and mastery of the new Korean spelling rules.

In the future, I will revise content of assignment/activities regarding particles, verb conjugations. Also revise the amount of writing/oral/visual or similar work, increase in-class discussions and activities and provide more frequent or fuller feedback on students' progress.

Spanish

Changes: UPDATE: AA DEGREE OPTION #1 IS CURRENTLY BEING ASSESSED. UPDATE FALL 2016: We overwhelmingly met our expectations, but some instructors suggesting changing the WAY the PLOs were tested—maybe it would have produced even better results. Therefore, for the next time we might present a portion of a dialogue and not cut anything out, to perhaps encourage more uniform responses. However, this might not be necessary since any conversation can go in many logical ways—you can never truly anticipate the exact way a conversation might go. We will continue to present real-life situations during class to encourage development of all kinds of communication. For Spanish 115, 50% of the students assessed did not give an appropriate response using the conditional. However, this most likely underscores the challenges most native/heritage speakers have—they know how to communicate but just don't know the "technical" names of the grammatical structures they instinctively need to use. In the future, perhaps an example can be used to show the students how they need to answer. Or, the instructions could be more open-ended, and as long as the communicative angle has been met, the students would "pass" at a higher rate. I think the 50% pass rate should be attributed more to the instructions than to the students' ability to communicate.

The action plan for Spanish 103 calls for creation of practice/review modules on previously covered grammatical constructions. Ideally these modules would be made available to students prior to the start of the semester. In addition, "spontaneous" writing activities should be incorporated in class in order to better develop the students' ability to write under pressure.

The action plan for Spanish 104 also calls for additional "spontaneous" opportunities for students to practice their writing skills. Students seemed to be performing according to expectations regarding reading comprehension, pronunciation, and communicative skills as well as understanding of cultural aspects. In all levels of Spanish we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the cultures of the Spanish-speaking world. The importance of using Spanish in the classroom results in better language acquisition and should be enforced in all levels.

For Spanish 124 H, I think "human nature" has gotten in the way of my expected assessment results, since students don't generally review their whole notes for a semester right before the class ends. I am going to change how and when I do my next assessment (probably do it as a section of my final exam) and also let the students decide on which literary work to comment on. I asked them to comment on a work we had read at about one month into the course, and tested on the first midterm, so I can't be so sure that the lower than expected scores are due to "not learning" or due to how and when the students were assessed.

Report on Course Changes Due to PLO Assessments

Spanish AA-T

Changes: UPDATE FALL 2016: (SAME AS FOR THE SPANISH PROGRAM AA DEGREE) UPDATE FALL 2016: We overwhelmingly met our expectations, but some instructors suggesting changing the WAY the PLOs were tested—maybe it would have produced even better results. Therefore, for the next time we might present a portion of a dialogue and not cut anything out, to perhaps encourage more uniform responses. However, this might not be necessary since any conversation can go in many logical ways—you can never truly anticipate the exact way a conversation might go. We will continue to present real-life situations during class to encourage development of all kinds of communication. For Spanish 115, 50% of the students assessed did not give an appropriate response using the conditional. However, this most likely underscores the challenges most native/heritage speakers have—they know how to communicate but just don't know the “technical” names of the grammatical structures they instinctively need to use. In the future, perhaps an example can be used to show the students how they need to answer. Or, the instructions could be more open-ended, and as long as the communicative angle has been met, the students would “pass” at a higher rate. I think the 50% pass rate should be attributed more to the instructions than to the students' ability to communicate.

The action plan for Spanish 103 calls for creation of practice/review modules on previously covered grammatical constructions. Ideally these modules would be made available to students prior to the start of the semester. In addition, "spontaneous" writing activities should be incorporated in class in order to better develop the students' ability to write under pressure.

The action plan for Spanish 104 also calls for additional "spontaneous" opportunities for students to practice their writing skills. Students seemed to be performing according to expectations regarding reading comprehension, pronunciation, and communicative skills as well as understanding of cultural aspects. In all levels of Spanish we will continue to present culturally significant information to the students so they can increase their knowledge and think critically about the differences between their own culture and the cultures of the Spanish-speaking world. The importance of using Spanish in the classroom results in better language acquisition and should be enforced in all levels. For Spanish 124 H, I think “human nature” has gotten in the way of my expected assessment results, since students don't generally review their whole notes for a semester right before the class ends. I am going to change how and when I do my next assessment (probably do it as a section of my final exam) and also let the students decide on which literary work to comment on. I asked them to comment on a work we had read at about one month into the course, and tested on the first midterm, so I can't be so sure that the lower than expected scores are due to “not learning” or due to how and when the students were assessed.

Foundation

Continue to increase the Alumni outreach

Changes: The outreach has been intensified to Baja and Athletic Alumni. 80s and 90s alumni have also been added to the database.

Geography

Geography AA-T

Changes: Added Weather and Climate class, developing a new Geographic Information Systems (GIS) class to be offered in 2017, hired three new adjuncts, updated curricula, revised class schedule - including regular offerings of all AA-T required courses, incorporated instructional technology to bolster student engagement, increased active learning in classrooms, encouraged the incorporation of environmental content in all classes.

Health Center

Build relationships with Community Agencies for student use. Establish community resources that students

Changes: Off site visitations and invitation to community agencies to visit and tour GCC.

Report on Course Changes Due to PLO Assessments

Electronic Magazine Health 101 on Health Center Website visits will increase.

Changes: Website visits have increased due to advertising the health center services. 2015-2016 website is visited as in the past.

Health Education

Health Program

Changes: Many changes have been made in this area because of the KIN AA-T degree and the addition of the Fitness Specialist Certificate. Also, changes were made based on changes at the state level.

History

History AA-T

Changes: Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Humanities

Interdisciplinary Humanities Option 1 AA Degree

Changes: THE ENGLISH DIVISION IS HAS DECIDED TO DELETE THIS DEGREE., AS THEIR ARE NO COMPARABLE DEGREES AT SURROUNDING INSTITUTIONS (AS REQUIRED TO ARTICULATE DEGREES). THE DIVISION WILL INSTEAD DEVELOP A VARIATION OF THE ENGLISH AA DEGREE WITH AN EMPHASIS OR FOCUS IN HUMANITIES.

Interdisciplinary Humanities Option 2 AA Degree

Changes: THE ENGLISH DIVISION HAS DECIDED TO DELETE THIS DEGREE, AS THERE ARE NO COMPARABLE DEGREES AT SURROUNDING COLLEGES (AS CURRENTLY REQUIRED TO ARTICULATE DEGREES). THE DIVISION WILL INSTEAD DEVELOP A VARIATION OF THE ENGLISH AA WITH AN EMPHASIS OR FOCUS IN HUMANITIES. No changes deemed necessary at this time.

Interdisciplinary Humanities Option 3 AA Degree

Changes: THE ENGLISH DIVISION HAS DECIDED TO DELETE THIS DEGREE, AS THERE ARE NO COMPARABLE DEGREES AT SURROUNDING COLLEGES (AS CURRENTLY REQUIRED FOR PROGRAM ARTICULATION). instead, THE DIVISION WILL DEVELOP A VARIATION OF THE ENGLISH AA WITH AN EMPHASIS OR FOCUS IN HUMANITEIS.

Instruction Office

Enrollment Management

Changes: Requested instructional services technician to assist with data generation

Instructional Support Services

Student can better organize large assignments into manageable tasks.□

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

Student can explain successful study habits and memory techniques.□

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

Report on Course Changes Due to PLO Assessments

Student illustrated verbal or computational skills.□

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

Student is able to solve the errors for which he or she was referred.□

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

Student is now able to complete future assignments independently.□

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

Student is now able to recognize areas in need of improvement. □

Changes: Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences.

International Students

Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining

Changes: Increased availability of practical training workshops for student compliance with immigration regulations

Students will demonstrate knowledge of student services.

Changes: More guest speakers in Student Dev. 103 and in Orientation sessions for new students

Students will explain the college's academic regulations

Changes: Increase in orientation day sessions related to academic counseling and classroom expectations

Students will understand critical elements of living and studying in the USA.

Changes: The content of "Student Development 103" has been expanded to include topics on academics and life adjustment in the US.

Job Placement

Students will be able to find off campus employment to fulfill either their short term or long term employment

Changes: We tracked the number of placements and earnings with outside employers. We were able to track the placements of 342 students and they earned over \$2,000,000 combined. I'm sure we placed more students in part-time temporary positions that haven't been documented. We rely on self-reporting by both the employer and the students.

Students will gain the skills necessary for to successful in the workplace and by having an on campus job will

Changes: We use a twelve question survey sent out to all on campus student workers to assess our student learning and program learning outcomes.

Journalism

Journalism Program

Changes: AA-T degree approved

Library Services

Students will be provided with adequate technology equipment.

Changes: The Library has recently added 30 laptops to the collection as well as 100 iPads with the help of Student Equity.

Report on Course Changes Due to PLO Assessments

Students will recognize the library as a campus service.

Changes: The Library has worked diligently to publicize the library and its services across campus utilizing the internet and campus TV screens.

Students will use the library as a campus service.

Changes: The Library as a physical space has undergone some renovation to make it more comfortable for students.

Machine Technology

Computer Numerical Control Technician AS Degree

Changes: This certificate needs to be updated due to upcoming technology changes

Computer Numerical Control Technician Certificate

Changes: This certificate needs to be updated due to upcoming technology changes

Machine and Manufacturing Technology Certificate

Changes: This certificate needs to be updated due to upcoming technology changes

Marketing

Campus departments utilize the services offered by the Office of Communications, Marketing, and Public

Changes: We have been working to increase departmental awareness of our services through regular all-GCC email announcements, "Marketing Memo " messages designed to increase awareness of the GCC Style Guide and design services, and presentations at departmental and division meetings.

Mass Communications

Mass Communications AA Degree

Changes: Any changes will be suggested by the top-down reengineering of ILOs, PLOs and SLOs discussed below under "Summary of Assessment Cycle"

Mass Communications AS Degree

Changes: Any changes will be suggested by the top-down reengineering of ILOs, PLOs and SLOs discussed below under "Summary of Assessment Cycle"

Mass Communications Certificate

Changes: Any changes will be suggested by the top-down reengineering of ILOs, PLOs and SLOs discussed below under "Summary of Assessment Cycle." THE ASSESSMENT CYCLE TRIGGERED SOME CHANGES TO THE COURSE OFFERINGS FOR THE CERTIFICATE.

Mathematics

Mathematics AA Degree

Changes: PLO4 last assessed in M107 assessment 4/8/13. No changes necessary. Relevant courses are being reviewed for CID approval.

Mathematics AS-T Degree

Changes: PLO4 last assessed in M107 assessment 4/8/13. No changes necessary. Relevant courses are being reviewed for CID approval.

Report on Course Changes Due to PLO Assessments

Media Arts

A.A. degree - Visual Arts Option 7 - Media Arts

Changes: I am new and not equipped to comment on the assessment process, changes made or changes needed.

Cinematography and Editing Certificate

Changes: This is a brand new certificate and has not yet undergone assessment.

Digital Content Specialist Certificate

Changes: This is a brand new certificate and has not yet undergone assessment.

Medical Office Administration

Dental Front Office Clerk Noncredit Award

Changes: Not currently offered

Medical Billing and Coding Certificate

Changes: None needed

Medical Front Office AS Degree

Changes: None needed

Medical Front Office Certificate

Changes: None needed

Medical Secretary AS Degree

Changes: Not currently offered

Medical Secretary Certificate

Changes: Not currently offered

Medical Transcription AS Degree

Changes: Not currently offered

Medical Transcription Certificate

Changes: Not currently offered

Music

Music AA Degree

Changes: Theory program was rewritten due to AA-T requirements, began implementation in Fall 2016.

Music Certificate

Changes: Restructured to include new theory courses. Skills classes were updated to increase hours to meet state requirements.

Report on Course Changes Due to PLO Assessments

NC Developmental Skills

Adult Basic Education

Changes: With the establishment of new high school equivalency exams all courses are aligned or pending alignment to comply with College and Career Readiness Standards

Adult High School Diploma

Changes: Half of the courses have been updated to align to CCCS, the rest will be updated as national standards are established

GED Preparation

Changes: With the establishment of new high school equivalency exams all courses HAVE BEEN ALIGNED to comply with College and Career Readiness Standards

Non-Credit Business

Account Clerk I

Changes: Faculty revised the test scenario for better comprehension. We anticipate this slight change will decrease the duration of the test.

Account Clerk II

Changes: Assessment in progress. Several students have still to complete sections of the assessment before we can evaluate the results.

Continuing Education Intro to Hospitality & Tourism Certificate

Changes: Program has been deleted from catalog

Dental Front Office Clerk Noncredit Award

Changes: Substantive changes to 2 courses have been submitted to C&I this semester.

General Office Clerk I Noncredit Award

Changes: Substantive changes to 1 course has been submitted to C&I this semester.

General Office Clerk II Noncredit Award

Changes: Substantive changes to 1 course has been submitted to C&I this semester.

General Office Clerk III Noncredit Award

Changes: None.

Medical Front Office Clerk Noncredit Award

Changes: Substantive changes to 2 courses have been submitted to C&I this semester.

Non-Credit ESL

Adelante Program

Changes: More orientation and student support services are provided to make sure students take advantage of all services and instructional programs offered at the Garfield Campus.

College Readiness ESL

Changes: Noncredit and Credit ESL faculty developed additional assignments to prepare noncredit students for entry into credit ESL courses.

Report on Course Changes Due to PLO Assessments

Noncredit ESL Certificate I

Changes: Publicity materials, which state the requirements to obtain a beginning certificate, are distributed to students at the end of the semester to help them plan their course of study for the next semester.

Noncredit ESL Certificate II

Changes: Certificate requirements were amended. An outdated course (OBT 71) was dropped from the required list of classes to obtain the certificate. Publicity materials, which state the requirements to obtain an intermediate certificate, are distributed to students at the end of the semester to help them plan their course of study for the next semester.

Noncredit ESL Certificate III

Changes: Certificate requirements were amended. An outdated course (OBT 71) was dropped from the required list of classes to obtain the certificate. Publicity materials, which state the requirements to obtain an advanced certificate, are distributed to students at the end of the semester to help them plan their course of study for the next semester.

Non-Credit Parent Ed

Continuing Education Parent Education

Changes: Language barriers continue to be an obstacle to learning and ability to demonstrate knowledge. The Parent Education faculty has implemented the following changes: Pairing a more fluent student with those at earlier English learning stages; use bilingual students as interpreters; Continue to role model appropriate discipline techniques during class, then connect the action to the theory during discussion time;

Report on Course Changes Due to PLO Assessments

Nursing

Report on Course Changes Due to PLO Assessments

Nursing AS Degree

Changes: Assessment/Evaluation: The results of the NCLEX-RN pass rate for the year 2013 (Jan-Dec) is 89.7%. This is high but not as high as we have hoped it to be as in the past. The Faculty has decided to strive for a higher NCLEX-RN pass rate. Some factors that contribute to this could be that the pool of students we have applying has been cut by at least half. In previous years, we have had up to 500-600 applicants. In the past five years, since the economic downturn in budget and cuts to classes in the college, it has been difficult to get prerequisite classes at the community college level and get into nursing schools. This may lead to why there are less students who apply. Last admission for the GCC nursing program only received about 220 applicants with only about 110 qualifying for the program. In addition, although, the Associate degree nurse (ADN) graduate is just as qualified to perform at the bedside as one with a Bachelor's of Science in Nursing (BSN), the Magnet status accreditation, that hospitals are trending to follow, require hiring only BSN graduates. The Institute of Medicine (IOM) also recommends that 80% of all nurses should have a baccalaureate degree by 2020. As a result, most students may have opted to follow the Baccalaureate degree in nursing route. However, what our health care facilities do not see is that 85% of all nurse graduates every year in California are ADN graduates from community colleges and only 15% graduate with a BSN. To get quality nurses and to meet this demand, the community colleges will need to step up. All of the factors and trends mentioned could all create a smaller pool of applicants at the community college, which could mean less strong students to choose from, less graduates, and less to meet the demands of the future of health care. Results for the Graduate Satisfaction Survey results were all 100% Satisfied with the program for both Spring and fall classes in 2013. Results for the Curriculum Threads Surveys for both graduating classes Spring and Fall 2013 were very positive. 100% of the students agreed that the required curriculum threads was covered throughout the 4 semesters. Comments were also very positive except for a few regarding an adjunct. The class and clinical surveys for 4th semester 100% were satisfied to very satisfied with each class NS 214, 204, and 214 as well as the clinical components. Comments for clinical and instructors ranged from amazing, excellent, and awesome to the occasional low census or too long of a day doing med/surge patients. Low census occurs occasionally, but with the Affordable Care Act coming into play, there several changes this may change. PLAN: There are several ideas the program plans to implement: 1) One plan is to increase advertisement for the nursing program at career fairs, job fairs, high schools and work with outreach at the college to do this. The college itself is working to increase student enrollment. The nursing program is also working with WIB, HWI, and other organizations to advertise their program such as in health faires, job faires, high school faires and blood drives. 2) In addition, we are looking for qualified quality instructors to teach in our nursing program. It has been recommended by the California Board of Registered Nursing (BRN) in the 2011 Re-approval visit of our nursing program, to hire full-time instructors to replace adjunct instructors. The BRN found inconsistencies in the program because of several adjunct faculty that needed better orientation and follow-up throughout the curriculum. We also put in requests to the Instructional Hiring Allocations Committee (IHAC) to consider two full-time instructors for Nursing. 3) Finally, we are seriously looking at Senate Bill No. 850 introduced by Senator Block regarding the establishment of bachelor's programs in the community college particularly in nursing. One hospital has cut ties with us because they have decided to only have BSN schools at their hospitals and hire only BSN graduates. With the Institute of Medicine, also making recommendations that 80% of all nurses should have a baccalaureate by 2020, creating a Baccalaureate degree in nursing at the community college would not only increase the number of applicants to nursing programs at the community college but graduate nurse that will meet health care demands of the future. This may be a trend in the future that is inevitable. Assessment/Evaluation: The results of the NCLEX-RN pass rate for the year 2013 (Jan-Dec) is 89.7%. This is high but not as high as we have hoped it to be as in the past. The Faculty has decided to strive for a higher NCLEX-RN pass rate. Some factors that contribute to this could be that the pool of students we have applying has been cut by at least half. In previous years, we have had up to 500-600 applicants. In the past five years, since the economic downturn in budget and cuts to classes in the college, it has been difficult to get prerequisite classes at the community college level and get into nursing schools. This may lead to why there are less students who apply. Last admission for the GCC nursing program only received about 220 applicants with only about 110 qualifying for the program. 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Report on Course Changes Due to PLO Assessments

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Nursing Certificate

Changes: same as degree

Philosophy

Philosophy AA-T

Changes: Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Photography

Photography AA Degree

Changes: Modifying course numbering, and requirements. Modifying and updating entire curriculum. Pending at C&I

Photography AS Degree

Changes: Modifying course numbering, and requirements. Modifying and updating entire curriculum. Pending at C&I

Photography Certificate

Changes: Modifying course numbering, and requirements. Modifying and updating entire curriculum. Pending at C&I

Physical Education

Athletics Program

Changes: No changes necessary at this time. PLEASE PUT PLO UNDER ATHLETICS

Kinesiology

Changes: Moved courses from PE to kinesiology. THIS HAS BEEN COMPLETED

Physical Education Program

Changes: Created families starting with beginning and moving towards advanced THIS HAS BEEN COMPLETED

Report on Course Changes Due to PLO Assessments

Political Science

Political Science AA-T

Changes: Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Psychology

Psychology AA-T

Changes: PSYCH 203 will be revised to include PSYCH 103 as a co-requisite, rather than as a prerequisite. Allowing students to take the courses concurrently will help students move through the course sequence more quickly.

Research, Planning, and Grants

Satisfaction with Research, Planning, and Grants office

Changes: Satisfaction is measured through a survey of stakeholders every 3 years

Scholarship Program

Resource Awareness: □Students are aware of the Scholarship Program at GCC.

Changes: We have been making ongoing changes to our scholarship marketing and outreach strategies for the student body. We are working with PIO to develop new online and print marketing materials and utilize the college's social media resources.

Scholarship candidates and recipients will be selected according to donor established criteria.

Changes: This is a new PLO designed to gauge donor satisfaction with our selection process.

Social Science

Social Science AA Degree

Changes: See section D below. Also see 2013-14 SSD PLO Analysis. Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Sociology

Sociology AA-T Degree

Changes: Increased active learning in classrooms, updated curricula, revised class schedule, incorporated instructional technology to bolster student engagement.

Report on Course Changes Due to PLO Assessments

Speech

Communication Studies AA-T Degree

Changes: Updated our curriculum, textbooks and use of Canvas LMS.

Forensics Program

Changes: The Forensics program is undergoing major revisions to the Course Outline of Record (COR). The revisions have passed C&I and are awaiting approval from the State.

Speech Communication AA Degree

Changes: Updated our curriculum, textbooks and use of Canvas LMS.

Speech Communication Program

Changes: Updated our curriculum, textbooks and use of Canvas LMS.

Staff Development

None at this time

Changes:

Student Activities

Student leaders will conduct meetings according to the rules of parliamentary procedure.

Changes: We have increased parliamentary procedure training for ASGCC Officer, particularly for the ASGCC Administrative Committee, Campus Organizations, and the President/Student Trustee.

Student leaders will participate effectively in teams, committees, etc. to seek consensus and make decisions.

Changes: WE HAVE INCREASED THE AMOUNT OF TRAINING RELATED TO TEAM-WORK FOR BOTH EXECUTIVE MEMBERS AS WELL AS GENERAL MEMBERS/OFFICERS.

Student leaders will provide active and effective representation of student interests on governance

Changes: WE HAVE INCREASED THE NUMBER OF TRAINING SESSIONS RELATED TO THE IMPORTANCE OF GOVERNANCE AND THE STUDENT ROLE IN THE GOVERNANCE PROCESS.

Student Outreach

Understanding of the Application and Enrollment Process□Prospective students understand the four-step

Changes: no change

Understanding of Transfer Education Opportunities□Prospective students understand their transfer education

Changes: No changes

Understanding of Vocational Education Opportunities□Prospective students understand their vocational

Changes: No changes

Report on Course Changes Due to PLO Assessments

Studio Art

Studio Arts AA Degree

Changes: Establishment of "Foundation Year" (currently testing); Revision of Certificate Requirements (in process), Review of articulation agreements, Improvements to 3D program

Studio Arts Certificate

Changes: Adjustment of required units lowered from 42 to 18 to allow certificate completion in 2 years. (in process with C&I)

Study Abroad

Student assessments of program facilities, & living arrangements remain very positive

Changes: Students remain positive about the facilities we utilize for the program including accommodations, transport options, and classrooms. Improvements are needed in classroom quality subject to available funds.

Students assessments of program learning opportunities remain very positive.

Changes: Students remain very positive in regards to the integration of courses with geographic locations and field sites. Students show appreciation of experiential learning opportunities provided by the program. Learning opportunities can be improved through access to formal classroom space rental while abroad once finances are restored.

Students perform better in Study Abroad courses compared to course taken in traditional campus setting.

Changes: Diversified course offerings by adding new instructors and courses in 2015-16 and 2016-17

Theatre Arts

Theatre Arts AA Degree

Changes: The department examined the degrees and confirmed them with the Chancellor's office. Courses that are no longer offered have been rewritten or replaced.

Theatre Arts AA-T

Changes: This AA-T Degree is a clear streamlined guide for our students. The feedback of this degree has been positive and it has made guiding our students who wish to transfer better prepare.

Theatre Arts Acting AA Degree

Changes: This course has been reviewed and is attainable by current standards. The department is creating a Movement For Theatre course to better serve the standards of the discipline.

Theatre Arts Certificate

Changes: The Department is examining skill awards in addition to the Theatre Arts Certificate to better streamline the area of emphasis, ultimately resulting in completion. A Full Time in Technical Theatre Faculty hire is underway to increase visibility and enrollment in this area.

Transfer Center

Assess student knowledge of the transfer process.

Changes: A monthly newsletter to students and faculty providing transfer tips and strategies.