



Annual Program Review 2010-2011 Instructional Programs

Division:
LANGUAGE ARTS

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Division Chair

Signature of Dean

Date Submitted to Program Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

The Language Arts Division gives life to the mission statement of Glendale Community College and its diverse student community by opening the doors of communication in its many forms to the languages and cultures of the world. We embody the development of critical thinking and help our students achieve their goals to be responsible citizens in their global communities.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH/ FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
American Sign Language	Inc.	Inc.	Dec.	Dec.	Steady	Steady	NM
Foreign Language	Inc.	Inc.	Inc.	Dec.	Inc.	Steady	NM
Journalism	Inc.	Dec.	Inc.	Dec.	Inc.	Steady	Inc.
Mass Communications	Flat	Dec.	Inc.	Dec.	Inc.	Steady	NM
Speech Communication	Inc.	Inc.	Inc.	Dec.	Inc.	Inc.	NM
Forensics Team	Inc.	Inc.	Inc.	Inc.	Inc.	Inc.	Steady

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO*
American Sign Language	100%	75%	100%	100%	100%	25%
Foreign Language	100%	95.2%	100%	100%	100%	100%
Journalism	100%	50%	100%	100%	100%	50%
Mass Communications	100%	50%	50%	100%	100%	25%
Speech Communications	100%	100%	100%	100%	100%	100%
Forensics (Speech & Debate) Team	100%	100%	100%	100%	N/A	100%

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

LANGUAGE ARTS - AMERICAN SIGN LANGUAGE

Describe the relationship of your program to the college's [Mission Statement](#):

American Sign Language (ASL) serves the diverse student body of Glendale College by introducing them to the Deaf culture through dynamic instruction and classroom and personal interaction. In the ASL classroom, students learn sign through immersion and explore beginning and advanced conversation skills as well as literature, cultural, and societal issues. Classes transfer to the Cal State University system, the University of California system, and private universities, ASL 101 meets the IGETC Area 5 Language Requirement.

1.0. Trend Analysis

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

Program	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
American Sign Language	Inc.	Inc.	Dec.	Dec.	Steady	Steady	NM

1.1. Describe how these trends affect student achievement and student learning:

Student enrollment is up 9% as an aggregate total from 2006-10, but up 36% if the last two years of artificial

cuts due to tough budgetary times are removed from the equation.

Full-time equivalent faculty trend is meaningless as there is no full-time faculty in this program. Weekly student hours and full-time percentage trend have decreased because class offerings have been cut, due to budget concerns.

The fill rate in ASL classes is 105% and remains steady, explaining the flat fill rate trend; the instructors should realistically take no more than 100% of class capacity. Success rates have remained steady for the past five years, in the 76th percentile.

Current enrollment in this program is 429, full-time equivalent faculty is 3.3, yet the program is run entirely by adjunct faculty.

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

The United States Bureau of Labor Statistics (www.bls.gov/oco/ocos175.htm) cites Sign Language Interpretation as a career which is expected to grow much faster than average (approximately 22%) within the next ten years, driven by the increasing use of video relay services which allow individuals to conduct video calls using a sign language interpreter over an Internet connection. Urban areas, including cities in California, provide the largest numbers of employment possibilities, especially in the fields of health care, law, and education. We also need more interpreters in private, public, and educational settings as well. For instance, the Edjoin.org website has many vacancies left unfilled for months. When we open up the full-time ASL program at GCC, graduating students will be qualified to apply for these available positions. In addition, salaries average approximately \$50,000-80,000 per year.

Within the local Los Angeles County area, full American Sign Language (ASL) coursework and Interpreter Training Certificate coursework are offered at Mt. San Antonio College, Pierce College, and El Camino College. ASL coursework alone (without an Interpreter Certificate) is offered at Pasadena City College and Los Angeles City College. Transfer is available for a four-year degree at California State University at Northridge.

Glendale College is well situated geographically to serve the area between Mt. San Antonio College, El Camino College, and Pierce College with an ASL Program expanded to include an Interpreter Training Program and Certificate. Enrollment in such a transfer program and certificate will be strong due to the state and nation-wide interest engendered by a good salary and business and industry demand.

Expansion is a good business decision for Glendale College. It should be overseen by a full-time, tenure-track faculty member.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
American Sign Language	100%	50%	100%	100%	100%	*See Below

*1 American Sign Language is in the process of becoming a transfer major. Program SLOs are being written. When it has been approved as a major by the State Chancellor's Office, the Program can be assessed.

2 American Sign Language is proposing an Interpreter Certificate Program. Should this be approved, Program SLOs will be written and assessed.

2.1. Would you like to comment on your percentages outlined above?

This fall (Fall 2010), the adjunct American Sign Language team has reviewed the SLOs for ASL 101 and ASL 102, the classes that are taught most often. This review resulted in a complete revision of the SLOs for these two courses. ASL 103 and ASL 104 are taught every other semester. ASL 103 will be assessed at the end of the Fall 2010 semester. ASL 104 will be assessed at the end of the Spring 2011 semester.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Assessment has led the instructors to provide more in-class conversational settings for students to hone student ASL conversational skills in ASL 101 and more impromptu in-class conversations and real-life interactions in ASL 102.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Program-level student learning outcomes are being developed. Assessments will occur in subsequent semesters.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Adjunct faculty in ASL is accomplished as instructors and as professionals in the field. Lisa Chahayed is the founder of a non-profit organization serving Deaf parents and is an ASL Master/consultant for numerous theatrical productions.

Kim Smith-Whetter is a member of the American Council on the Teaching of Foreign Languages (ACTFL). Both Chahayed and Smith-Whetter are members of the ASL Teachers Association (ASLTA).

Kalen Feeney recently served as a guest panelist at Gallaudet University for a conference on Deaf Culture and was also a Project: Involve Fellow (under Film Independent) for Cultural Diversity. Thus, the faculty in the subject area works in the industry and participates in academe as well as brings its expertise into the classroom. This adds the element of job place authenticity to the class room instruction.

Recent student assessment results have shown the instructors that more recording of student performance is necessary to truly evaluate accurately pupil accomplishment. Therefore, more Level 3 ½ (with cameras for recording capability) classrooms and better reliability in recording technology within those classrooms is requested.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

The requested technical support is essential for documenting ASL and evaluating student coursework, as ASL is a visual language. Smart classrooms provide the necessary interactive support for ASL instruction. Furthermore, video cameras and stations are needed in order to analyze and assess students' signing skills. There are also many ASL resources available online that can be utilized via interactive white boards to supplement lessons.

A multi-media library is needed to help students develop receptive signing skills, increase cultural awareness, and be exposed to a variety of signing styles-in order to enhance a greater understanding of ASL and Deaf culture.

3.2. What measurable outcomes were achieved due to the actions completed?

None were requested before. There is a high demand for Outreach American Sign Language classes at John Burroughs High School in Burbank, La Canada High School, and Crescenta Valley High Schools.

There is also great demand for ASL 104 classes because students want to improve themselves in their receptive and signing skills, as well increase their in-depth knowledge with the Deaf community as well and advance to Interpreting Training programs.

Additionally, a substitute teacher pool is greatly needed for the ASL classes, as many of these classes are taught concurrently; thus, GCC instructors are not available to substitute for one another's classes. It is essential to hire qualified ASL teachers for this pool as classes are dependent upon ASL instruction and cannot taken written or voiced work in lieu of lessons given in ASL.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Due to high adjunct faculty turnover, a full-time tenured teacher position is really needed in order to provide a consistent strong foundation for the long-term ASL program growth as well as provide advisory support for adjunct ASL teachers.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

The American Sign Language Program will explore all options within the educational, public, and private sector to better serve its students with innovative learning opportunities. In the meantime, we will continue with our basic and much-needed requests.

The process of goal-setting through SLOs had led to the inexorable conclusion that the wave of the future is technology-based, which makes it possible to set up online classes for advanced ASL classes such as 103 and 104. Faculties who have developed cutting-edge coursework most effectively teaches the ASL program, regular attend professional development workshops/conferences, and have recent degrees. It is imperative that our requests are granted in order to build a strong ASL program at Glendale College.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Hire one full-time, tenure instructor; provide appropriate faculty office	1.1 and 3.3	See above	Hire one full-time, tenure instructor
Assign one 104 class	3.2	See above	One 104 classroom
Continue and expand ASL outreach program	1.2 and 3.2	See above	Continued liaison with high school programs and our campus student services
Smart classrooms, video cameras and video stations, Library Multimedia	3.1	Student Learning Outcomes in ASL 101-104 require students to be documented because it has shown that student improvement has been dramatic with student self-assessment from their documented ASL presentations. New technology in ASL classrooms and library allows for constructive comments directly to students'	Smart classrooms, video cameras, video stations, and the Multimedia Library (Bravo Family Video/DVD collection, DawnSignPress, Sign Media, and Harris

		documentation at precise time intervals feature not available with what is currently used in Glendale College's classrooms. This precision will greatly enhance student improvement in spoken skills (expressive and receptive), and in-class ASL conversations	Communications).
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Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

This resource request meets Strategic Goals 1.2 "Access," 1.3 "Persistence and Success," and 2.1 Economic Workforce Development. A full time faculty member in American Sign Language will better serve student need in increasing student access to coursework needed to matriculate to four year schools and to meet their personal educational goals. Development of an Interpreter Certificate in American Sign Language will meet a need in the surrounding community for additional vocational certificates in dynamic job growth areas.

Core Competencies which are addressed by this request are: (1) Communication in that a full time faculty member will teach students in American Sign Language to express themselves clearly and concisely to others in another language through presentations using documentation and quantitative tools when appropriate; (2) Information Competency in that faculty will empower learners to define a research topic in their coursework, access and use appropriate sources to obtain relevant data, evaluate those sources for reliability and accuracy, and use their information in an ethical and legal manner; (4) Critical Thinking because the faculty will instruct students on how to evaluate, analyze, interpret, solve problems, and construct arguments through coursework and outside assignments; (5) Global Awareness and Appreciation in that coursework and certificate programs will emphasize social and cultural diversity, artistic expression and variety; and, (6) Personal Responsibility because self awareness is the hallmark of American Sign Language.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The most striking measurable outcome from filling this request will come in the form of the measurable number of Interpreter Certificates granted each year after the requisite number of years has passed for the curricula to be completed.

Other measurable outcomes will be increased enrollment and completion rates.

5.3. Describe the resource request (in detail).

One full-time tenured faculty member in American Sign Language.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$100,000.00	One, full-time tenure track hire in American Sign Language	Current student demand is equivalent to 3.3 full time faculty. A tenure-track position would bring the program to a full-time led program with 2.3 adjunct faculties. Addition of an Interpreter Certificate would increase student demand in line with College Master Plan goals.	Glendale College General Fund
Facilities	Three classrooms	Level 3 classrooms equipped with recording cameras for ASL lab work	ASL classes have the labs within the classes. Currently, these classes are using Speech Communication classrooms because these rooms are equipped with mounted cameras and playback equipment. The number of these rooms is very limited on campus.	Glendale College General Fund
Equipment	\$ 30,000	See above	See above	See above
Supplies				
Software				
Training				
Other				
Total	\$130,000	NA	NA	NA

Division:

LANGUAGE ARTS - FOREIGN LANGUAGE

Describe the relationship of your program to the college's [Mission Statement](#):

The Foreign Language program makes our diverse student population into citizens of a more harmonious world by giving them vehicles of communication in different languages and different cultures. In our Foreign Language classes, students learn to appreciate and better understand the history, art and culture of the countries where the target language is spoken. More specifically, our subject matter prepares our students both vocationally and academically: they can enter the work force with conversational skills and they can transfer to four-year institutions after studying in our program. Our 101 and 102 level courses fulfill both IGETC and Breadth transfer requirements. Our courses involve basic skills, more advanced critical thinking, and some even require that the students implement their knowledge of technology. Some of our eight languages correspond to the demographics of the Greater Los Angeles area. Our course offerings include fundamental language learning, beginning and advanced conversation, polishing skills for heritage speakers, literature, and explorations of cultural and societal issues.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Foreign Language	Inc.	Inc.	Inc.	Dec.	Inc.	Steady	NM

1.1. Describe how these trends affect student achievement and student learning:

These figures and patterns are most encouraging. The number of sections in Foreign Languages has increased while the number of students in each section has decreased to manageable levels –a factor necessary to effective language learning: we must have smaller classes if we are to teach effectively. Since we now offer more sections of many classes, we do not need to crowd these sections as we did before. The enrollments in our Department have steadily increased. Our success rate, measured by grades and withdrawals in classes, is excellent. Most of our students remain in our classes, though attrition is a big problem generally in community colleges. Most of our students earn good grades in our classes. We have an unusually high fill rate. We attribute these positive statistics to the increasing importance of Foreign Languages in today's shrinking world, university transfer requirements, our increasingly diverse, international demographics, the fine reputation of Glendale College, and our own excellent staff and its devoted work.

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

Some of our instructors have enjoyed recognition from outside sources, which enhances our whole Department and adds or will add to our enrollment. For example, our Armenian full time Assistant Professor, Nick Garnik Sahakyan, has just published a novel, has appeared at public lectures, has appeared on television, and has been written about in Glendale newspapers, and our Japanese full time Instructor, Shihoko Tatsugawa, has inspired a generous donation of \$11,000 from the Rotary Club for software purchases to the Japanese program. The recent hire of a 67% one year contract Armenian instructor and the recent sister-city relationship between Glendale and Gosong, Korea, negotiated by our President, should

enhance both our Armenian and Korean programs, and our Department as a whole. Spanish Associate Professor, Dr. Stacy Jazan, is the 2009 POWER (Promising Outcomes Work and Exemplary Research Awards) Award Winner in Learning Assessment for work in SLO assessment and research in the category of Course Outcomes/Faculty Researcher. Dr. Jazan's work is also on the California state guidelines for assessing Student Learning Outcomes BRIC Technical Assistance Program for how to do assessments. Indeed, the mention of this assessment conducted for Spanish 115 by Dr. Jazan on page 16 of the California Guide for Assessing SLOs constitutes a commendation for the entire Foreign Language Program.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
Foreign Language	100%	95.2%	100%	100%	100%	100%

* A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

The Foreign Language Department has been a campus model for promptness and completeness of now required SLOs and Assessments. Its full-time instructors have been unusually diligent and conscientious in fulfilling their assignments in this area, and one of them, a Spanish Associate Professor, Stacy Jazan, has achieved state-wide recognition for her creative work in Student Learning Outcomes and Assessments.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Some Foreign Language teachers have been better able to identify areas of difficulty, in that they have identified areas of ignorance, of inadequate prior preparation, in their students, and been able to address these matters. For example, Assessments have indicated that much of what we usually presuppose as background is false: we take for granted that students know grammar in general, in English, or their native languages, and can thus easily transition to studying the grammar in a foreign language but we find that this is often not the case. Identifying gaps in prior preparation has led to spending time in class filling in the gaps, and better enabling students to approach the new language.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

It is too soon to tell, but we anticipate improvements in the future, as our individual Foreign Language majors have now been approved of and will become options for students once Glendale College is no longer sanctioned, once the College has satisfied the demands of its recent Accreditation.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

The program as a whole needs the improved and constant support of the institution in the area of classroom availability: Level 3 or technologically advanced and large rooms are imperative for effective

Foreign Language teaching. Foreign Language beginners tend to be numerous and particularly dependent on audio-visual material: space and audio-visual capacity during the class itself are thus necessary.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

Our last program review asked for increased technical support: more, and more sophisticated, classrooms, more teachers, new hires. Some of these requests have been fulfilled, but not all: we have classes for native speakers in local high schools, a successful Hybrid program in Spanish 101 and 102, enhanced laboratory materials and space, some new adjuncts, and a one-year 67% Armenian hire, but we still desperately need more (technologically advanced) space for all, and a full-time tenure track Armenian instructor.

3.2. What measurable outcomes were achieved due to the actions completed?

We have improved articulation between feeder high schools and GCC, and accommodated more students in general in all of our languages.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Our students do seem to learn more easily and we are all more aware of community needs and internal program and division processes at GCC.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

We hope to articulate more with our counseling staff, our feeder high schools, other community colleges and four-year institutions. We try constantly to adapt to our changing educational system, to experiment with technology (Blackboard, hybrid courses, for example) to make learning more attractive and more accessible.

4.0. Action Plans

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Continuation of our current teaching, articulation and assessment. See previous sections of this document	See previous sections of this document	See previous sections of this document	Continued and improved availability of Level 3 classrooms, maintenance of current full and part time teaching staff, and addition of a new full time tenure track teacher –see our request in Section 5 for a full-time Armenian hire
Specifically: establish majors in all of our languages but Russian which has insufficient unit offerings	Help transfer students	Help transfer students – increase their motivation	See above
Allow all language courses to be taken on a Pass/No Pass basis	Appeal to a diverse student body: to students seeking only personal enrichment, or transfer students under stress about their grade point average	Increase the motivation of a diverse student body	See above
Obtain UC transfer credit for Russian 115	Appeal to diverse needs of student body	Increase motivation and	Continued committee work within GCC and articulation between GCC and

		enrollment	UCLA
Rewrite Russian 116 course outline	Appeal to diverse needs of student body	Increase motivation and enrollment	Continued committee work within GCC and articulation between GCC and transfer institutions

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) or program or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Our chief resource request is in personnel, though we always need more Level 3 classrooms, and the EMP goal addressed by our request is to make our diverse student population into citizens of the world - world citizens who have acquired new vehicles of communication in different languages and different cultures. We address globalization.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

We will have more Foreign Language classes in our most popular program, thereby increasing harmony between GCC and Glendale's largest ethnic population. We will make the College more responsive to its community, and surely win the community's gratitude and support.

5.3. Describe the resource request (in detail).

We need a second full-time tenure track Armenian instructor immediately. Our Armenian program has grown exponentially, will continue to, and yet cannot adequately serve its students. We have three much-needed tenured Spanish teachers who still require adjuncts to assist them, and yet, in Armenian, whose constituency in the city is even larger, we have only one full-time tenured instructor.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	One full time tenure track hire \$100,000.00	A full time tenure track instructor in Armenian	Exponential growth in the Armenian program – students who clamor to enroll in Armenian classes; exponential growth of the Armenian component of Glendale's demographics	GCC's general fund
Facilities	Three more classrooms	Three more level-3 classrooms for Foreign Language	Foreign Language learning cannot be fully effective without sophisticated audio-visual capacity in a room that is not cramped	GCC's general fund
Equipment	As many foreign language font equipped computers as the ESL Foreign Language Lab can afford	Computers equipped with Foreign Language fonts (for Armenian, Chinese, Japanese, Russian, Korean, Spanish and French)	These languages cannot be properly written without these computer fonts	GCC's general fund
Total	\$100,000.00			

LANGUAGE ARTS - JOURNALISM

Describe the relationship of your program to the college's [Mission Statement](#):

The Journalism program serves a diversity of students who wish to improve their critical thinking and writing skills by teaching them to examine a broad array of ideas and to approach people on campus and off with the goal of writing about them and their ideas in an a balanced and reasoned way. Journalism students have a special opportunity to learn about the issues and people on campus, because they serve in many ways as the eyes and ears of Glendale College. Many of them go onto to major in and then work in Journalism, but even if they don't do either their critical thinking, writing and people skills are greatly enhanced by their Journalism classroom experience.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH/FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Journalism	Inc.	Dec.	Inc.	Steady	Inc.	Steady	Inc.

Describe how these trends affect student achievement and student learning:

Journalism serves the dual purpose of preparing students for transfer and preparing them to work on the college newspaper. Numbers are not traditionally high for the newspaper classes, but there has been a steady increase in enrollment in the introductory Journalism Class, Journalism 102, and in the Photojournalism class, Journalism 110. Enrollment in the program dipped in 2008 when there was no Photojournalism instructor and the class was cancelled.

FTES has increased steadily over the past two years, while FTEF has declined between 06-07 and 09/10 by 34%. The WSCH/FTEF ratio is +47.5% for that period. Fill rates jumped from the mid-40s to 75.9% in 2009-2010, up 26.4%. Success rates have remained steady in the mid-70s, but this should be corrected with the newly developed and assessed SLOs.

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

An important step was taken in hiring highly qualified adjunct to teach Photojournalism. Enrollment in this class has increased significantly and the class also provides a conduit for students who may wish to work on the college newspaper. This is just beginning to show a positive effect. The instructor is also qualified to teach a newly created class, Journalism 250, Visual Communication, which is a transfer class to Cal State Journalism programs. Once this class is offered, students will have more course options and enrollment in the overall program should increase.

Journalism 210, Advanced News Writing, is a newly created class that is also transferable into Cal State and other Journalism programs. Were this to be offered students would meet one of their lower-division requirements at GCC rather than having to take the class at CSUN or other colleges. This would no doubt increase enrollment in the Journalism program and make for a more complete education for prospective Journalism majors.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* If your division has defined other program SLOs, please indicate below
Journalism	100%	50%	100%	100%	100%	100%

A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

2.1. Would you like to comment on your percentages outlined above?

All courses have SLOs and all active classes are doing SLO assessments. Course prerequisites have been reviewed as have some textbooks. A new updated textbook was selected in 2009-2010 for the Journalism 102 class.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Adjustments are in the process of being implemented in the Journalism 102 class to align the outcomes more closely with the entry expectations in Journalism 103, for which it is a feeder class. Current assessments should indicate whether such adjustments have been successful.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Program-level student learning outcomes are being developed. Assessments will occur in subsequent semesters.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

The Journalism department employs one full-time instructor and three adjuncts. The adjuncts could be used to teach more of the classes offered within the program—classes that have been written over the past three years but have not been offered. Two of these are classes, Journalism 210 and 250, which are transferable into Journalism programs at the state level.

The program needs technical support from the institution. The four regularly taught classes, Journalism 102, 103, 104 and 110 all need computer access and technical support. Journalism 103 and 104 are taught in a room with 10 computers, but all the students are expected to work on computers. As the program grows, and the figures indicate growth, this will be inadequate to serve student needs.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

Among the goals in the last program review were the following: to develop two new classes to enhance the number of transferable units to Cal State Journalism programs, to remodel the newspaper office to make it more compatible for both lab and classroom use, to develop a yearly magazine in conjunction with the newspaper, and to improve the website to include slideshows as well as up-to-date articles.

3.2. What measurable outcomes were achieved due to the actions completed?

Two new courses were created and are listed in the catalog. Both are transferable as Journalism credits to Cal State Northridge and other programs: Advanced News Writing (Journalism 210) and Visual Communication (Journalism 250). They have not so far been scheduled, although steady high enrollment in Journalism 102, the prerequisite course for both, indicates that they should be scheduled and that enrollment would be high.

The classroom/lab was remodeled and now more efficiently serves the students, although the space is still limited.

The Insider magazine has been published for three years and has won statewide awards through the Journalism Association of Community Colleges, a statewide organization. This fall it won a “general excellence” award as well as several awards for writing, design and photography. This is encouraging to students and helps to draw students into the program.

The website has been upgraded is considered one of the best community college newspaper websites in the state. This is confirmed by JACC awards.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Each of the above would greatly benefit student learning by enabling them to build on the skills they have learned in 102 and 103. Adding the new courses to the offerings would enhance and expand on the entire program.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

Slight modifications in the content of Journalism 102 are being considered that may improve student outcomes as well as enhance the transition from 102 to 103, thereby improving student success in 103 and 104.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Expand course offerings to include two transfer journalism courses. Two adjuncts who now teach one class each could also teach these classes.	Strategic Goals 1.2 and 1.3	If the assessments indicate that the content of the courses are in alignment, this would better serve the students who matriculate through the program.	Increasing the teaching load of adjuncts to cover the new 210 and 250 classes. There is a need for more and newer computers to serve student needs.
Bring computers in newsroom/lab up-to-date with new software. Increase number of computers to benefit students.	Strategic Goals 3.5 and 1.2		
Continue assessments in individual classes with an emphasis on how those outcomes relate to the expectations of the new program SLOs.	Strategic Goals 1.2 and 1.3		
There is a progression from one class to the next that can be measured to ascertain the effectiveness of all classes, from 102 to 203 to 104.	Strategic Goals 1.2 and 1.3		

Section 5.0. Resource Request

Description: Adjunct Hours/Computers

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Strategic Goal 1.2 (Access). The students would be better served by expanding the course offerings to include the more advanced and transferable Journalism classes. Since the program offers a progression of classes building on journalism skills, students would achieve more rounded learning experiences and they would emerge from the program better prepared to enroll in upper division courses at transfer institutions. They would also benefit from better basic skills preparedness.

Strategic Goal 1.3 (Persistence and Success). Students would see a goal at the end of their studies if the full curriculum were to be implemented. By completing their lower division classes at Glendale College, they would be prepared to succeed at the institutions to which they transfer. Now the program is piecemeal, and students transfer to CSUN, for example, and find that they are not able to proceed with upper-division work until they complete Journalism 210 and 250, and they find that those courses are impacted there. Consequently, they have to take the classes at another community college, such as Pierce.

The journalism classes relate directly to the core competencies 1, 3, 4, 5, 6 and 7. Besides developing the globally important writing skills, the journalism classes are specifically linked to critical thinking. All of the work students produce in the classes involve evaluation and analysis of information, synthesis of the information that they have gathered, interpretation, problem solving at a high level, and both the construction and deconstruction of arguments.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Enrolling students in more of the transfer courses, Journalism 210 and 250, would enhance the program’s transfer curriculum and increase student success in transferring. It would also draw more students to GCC and to the Journalism program.

5.3. Describe the resource request (in detail).

Journalism 210 and 250 should be offered in order to increase student learning in Journalism and provide the range of transfer courses that articulate to Cal State.

The equipment request is to provide computers that serve student learning. The computers now in use are outdated and there are not enough of them. The program needs 15 new computers.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Two Adjunct Instructors' Class load	Additional adjunct hours, \$15,000	Two adjuncts now teach one class each: Journalism 102 and Journalism 110. The two are qualified, respectively, to teach 210 and 250, which would increase their loads to two classes each.	This would enable the department to grow in enrollment and better serve the needs of students.	Glendale College General Fund
Facilities	NA	NA	Larger classroom space to accommodate 15 additional computers	NA
Equipment	\$25,000	15 updated computers that can handle new software.	There are not enough computers to serve the students in the classes and the current computers won't support up-to-date software	General fund
Supplies				
Software				
Training				
Other				
Total	\$25,000.00	\$15,000.00	NA	NA

Division:

LANGUAGE ARTS - MASS COMMUNICATION

The Mass Communication Program teaches the Glendale College's diverse learners the skills to research effectively, think critically, express themselves concisely in an organized and passionate fashion, and take their responsible places in our society.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH/FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Mass Communication	Even	Dec.	Inc.	Dec.	Over 100%	Inc.	NM

Describe how these trends affect student achievement and student learning:

A small but highly-popular department, Mass Communication has had remarkably steady enrollment during the four years of the data set, ranging between 681 and 689. This consistency is for the simple reason that every seat in every Mass Communication 101 class fills, whether the economy is good or bad, whether the college's budget allows for more classes or cutbacks.

Full time equivalent faculty is down by 8.3 percent. The WSCH/FTEF ratio is up 8.6 percent. Fill rates for the four years of the dataset are 103.9%, 99.9%, 101.6% and 118.1%. Student success has increased a bit over the four years, from 76.1% in 2006-07 to 80.2% in 2009-10. NOTE: The higher fill rate in 2009-10 corresponded with greater student success.

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

Mass Communication majors commonly go on to study advertising, journalism, communications, film studies, marketing, sociology, and sports communication. Related careers include advertising, marketing, public relations, journalism, and program directors (collegeboard.com).

According to a UC Berkeley survey of recent Mass Communication graduates, 9 percent were attending graduate school (law school was a popular destination for graduates) and some were seeking employment. But those who were employed earned an annual salary of nearly \$47,000 and worked for companies that included Google, Facebook, and Pandora Media. Some 21 percent were working in education. (<https://career.berkeley.edu/Major/MassComm.stm>)

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* If your division has defined other program SLOs, please indicate below
Mass Communication	100%	50%	100%	100%	100%	100%

A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates

Divisions may further delineate and define programs based on their assessment needs.

*Program SLOs have been identified for the Mass Communication major. Assessments are being developed.

2.1. Would you like to comment on your percentages outlined above?

All active courses have written SLOs. Mass Communication 101 has had three SLOs assessed over two semesters, with additional assessments being implemented regularly. All courses have been reviewed. All course prerequisites were reviewed and validated in 2009-10. All textbooks were reviewed in 2009-10 and, if necessary, updated.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Intro to Mass Communication (Mass Communication 101) accounts for nearly all of the department's enrollment, with 12 sections and more than 650 students each year. Assessment has led to the development of bellwether questions on exams to objectively measure the various SLOs. In addition, essay questions and term paper topics are being reviewed and, in some cases, rewritten with the SLOs in mind.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Program –level student learning outcomes have just been developed. Assessment has yet to take place.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Mass Communication is a very cost-effective program, employing only one full-time faculty member and two adjunct faculty members. To meet heavy student need for Mass Communication 101 (which was the case long before the recent class cutbacks), short session MC101 classes should be restored to their previous large-lecture class size.

3.0. Evaluation of Previous Goals

this section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

Develop transfer majors in Mass Communication and Public Relations.

Find a suitable adjunct to teach a fifth section of Mass Communication 101 during the fall and spring semesters.

Increase seat loads of MW and TTh sections (and short session sections) of Mass Communication 101 to approximately 80, and dedicate an appropriately-sized theater-style classroom for MC101.

Revise MC101 course outline and create SLOs.

Offer MC120 (public relations) twice a year instead of once a year.

Revise MC120 course outline and create SLOs.

3.2. What measurable outcomes were achieved due to the actions completed?

A revised Mass Communication major and a new Public Relations major have been introduced and are currently being reviewed by the appropriate committees.

An excellent adjunct teacher, Sharyn Obsatz, now teaches the fifth section of MC101.

Seat loads for MC101 were briefly increased to more than 80 for several short session classes. Although demand for the course has been stronger than ever, fall and spring classes are still limited to 60, and short session classes have been cut back to 40.

MC101 and MC120 course outlines were revised and SLOs were written for both classes. MC120 continues to be taught only once a year.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Sharyn Obsatz has contributed to the excellence of MC101, bringing in many interesting guest speakers and having her students participate in some field trips.

Access to MC101 continues to be inadequate, particularly during short sessions. Room ownership at the division level has contributed to this problem because Language Arts has no large lecture rooms assigned.

The course outlines and SLOs for both MC101 and MC120 are functioning well, as expected.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

Mass Communication majors have been invited to an on-campus luncheon for the purpose of meeting with the department head and developing an assessment procedure of how the majors are progressing at Glendale College and, eventually, at transfer institutions.

A new MC101 term paper evaluation form has been developed to give students more feedback with their graded papers.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Continue to calibrate assessments to SLOs through essay questions, multiple choice questions and research paper topics.		Clarify core competencies relevant to Mass Communication courses	None

2010 PROGRAM REVIEW

Division: **LANG. ARTS**
Mass. Comm. I: LA-4

Section 5.0. Resource Request

Description: Upgrade Classroom-L3

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request.

All resource requests should be tied to at least one of the following:

The [Educational Master Plan](#) or other related plan goal.

The [Core Competencies](#) (Institutional SLOs) or a program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Strategic Goal 1.2 Access: This resource request increases student access to existing faculty in Mass Communication, particularly MC101. This will lead to a greater number of Mass Communication majors and will help students transfer more easily.

Strategic Goal 1.3 Persistence and Success: This resource request assists students in their educational goals by providing them with additional seats in Mass Communication to help them with completing their majors.

Core Competencies which are considered by this request are:

- (3) Information Competency because more students will receive instruction in research strategies to evaluate information more effectively and efficiently, and use it ethically and legally;
- (4) Critical Thinking in that more students will be able to partake of evaluation, analysis and synthesis, interpretation and inference, problem solving, argument construction and deconstruction both in and outside of the classroom;
- (5) Global Awareness and Appreciation because Mass Communication stresses the evaluation of information that involves various places across the globe;
- (6) Personal Responsibility because Mass Communication encourages the responsibility inherent in being a responsible media consumer and citizen in a democratic society; and,
- (7) Application of Knowledge through students using their media literacy skills as a form of self-generated life-long learning.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Enrollment in Mass Communication 101 will increase, bolstering the school's transfer curriculum and increasing student success in transferring.

5.3. Describe the resource request (in detail).

Mass Communication 101 is the only Language Arts course that is regularly taught in large lecture format. The division must borrow large classrooms to properly schedule this course, which routinely leaves Mass Communication dependent on outside divisions.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Facilities	One classroom	Level 3 classroom	Mass Communication 101 needs a large (60-90 seat) Level 3 classroom to continue its cost-effective instruction of student in a large lecture setting.	Glendale College General Fund
Total				

LANGUAGE ARTS - SPEECH COMMUNICATION

Describe the relationship of your program to the college's [Mission Statement](#):

The Speech Communication Program teaches the Glendale College's diverse learners the skills to research effectively, think critically, express themselves concisely in an organized and passionate fashion, and take their responsible places in our society.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH/ FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Speech Communication	Inc.	Dec.	Inc.	Dec.	Inc.	Inc.	NM

Describe how these trends affect student achievement and student learning:

Student enrollment is increasing; it is up 10% for the past 5 years. Full time equivalent faculty is down by 13% with the loss of one full time tenured faculty member who has not been replaced. The full time equivalent student number is up 25% in the past 5 years. Fewer than half of the classes are taught by full time faculty. Class fill rate is 100%. Student success rate is 78%.

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

Hart Research on behalf of the Association of American Colleges and Universities (AACU) on March 9, 2010 found that 89% of employers they surveyed cited the ability to communicate orally as the first skill needed for their employees in the 21st century. http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

The Speech Communication Program meets the greatest need of employers by their own admission.

Speech 101 is a required course for all students transferring to the California State University system, the system to which the greatest number of transfer students matriculate from Glendale College. It is also a transfer requirement for certain students to the University of California system and the University of Southern California. In all, some 1800 students enroll in Speech 101 per year. Turning over more than half the courses in speech to an adjunct staff decries the mission of quality which the Glendale College mission statement espouses.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/ Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
Speech Communications	100%	100%	100%	100%	100%	100%

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.Program SLOs have been identified for the Speech Communication major. Assessments are being developed.

2.1. Would you like to comment on your percentages outlined above?

All active courses have written SLOs. All active courses have at least one SLO assessed and a timeline has been developed for SLO assessment for these courses. All courses, including courses which are not currently being taught, have been reviewed. All course prerequisites were reviewed and validated in 2009-10. All textbooks were reviewed in 2009-10 and, if necessary, updated.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Public Address (Speech 101), with nearly 60 sections per year, is the course taught the most. Assessment has led to discussion of the research module and how much time should be devoted to coverage of it. Student outcomes in most sections follow the bell curve, with 20% receiving an "A" grade, the rest proceeding true to the curve; however, in one instructor's section, the grades are reversed, with 80% receiving an "A." The department will decide if the time commitment out of the class time allotted to learning research and citing of sources is how it wants to proceed with this SLO. A similar discussion will be had with the SLO on organization.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Program -level student learning outcomes have just been developed. Assessment has yet to take place.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes. This program desperately needs two additional full-time tenure track faculty members. Each full time faculty member serves the equivalent of 635 students now. Although there are 4 full time faculty nominally assigned to this program, one is Division Chair for Language Arts and is assigned to the Speech Communication Department for only 30% of her time.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

In the 2006 Speech Communication Program Review, the Program was the 6th fastest growing program on campus, with an average enrollment growth rate of 11% a year. It was projected to continue apace. This has happened, with enrollment growth continuing between 2006 to 2010 at 10% per year.

In the 5-year plan for Speech Communication from 2006, a new program was identified entitled COPE (Community Outreach Partnership Experience). Between that time and now all new curricula has been developed, save Speech 109 Conflict Management, which is still under development. Unfortunately, jurisdictional issues with other divisions have arisen which has delayed the implementation of these off-site and on-campus certificate and degree Speech programs.

A second request was for ten level-3 computer rooms dedicated to Speech Communication classes, a speech Communication Laboratory with Satellite Configuration, Speech Communication Rehearsal Rooms, Forensics Squad Room, at least one Adjunct Office, and the consolidation of all Speech Communication faculty offices into one centralized location near classroom, laboratory, and Forensics squad room. This was to be part of the new Student Services Building. The building has been delayed. None of these requests has come to fruition.

A third request was in the area of certificate personnel. Specifically, the Speech Department requested an additional full-time, tenure track instructor due to long-standing enrollment needs.

Additionally, the continued 10% per year increase student enrollment prompted the Department to request another full-time, tenure track position in the last Program Review. Neither of these requests was granted.

In the interim, one full-time, tenure track faculty member resigned. He was not replaced. Finally, the most senior member of the Speech Communication faculty is of retirement age and the Department is concerned this position will not be replaced.

The Speech Communication Department has the documented need for an additional four full-time, tenure track instructor positions.

In 2006, the Speech Communication Department one additional classified position to assist with the clerical duties associated with the administration of the Forensics program. The Speech and Debate Team is one of the more successful extra-curricular programs on the Glendale College Campus, having won first place at the National Speech Tournament in 2009. The clerical responsibilities of an extra-curricular Program this extensive are above and beyond what can reasonably be expected of the Language Art's Administrative Assistant's responsibility. Nor can they be taught every semester to a student worker.

Also, requested in the 2006 Program Review for Speech Communication was a series of part-time lab technician positions for a Speech lab in conjunction with the new Student Services Building. As this Building as a deferred, these positions are also deferred. Thus, the request remains one net new classified position.

3.2. What measurable outcomes were achieved due to the actions completed?

Because none of the requested actions were granted, there were no measurable outcomes from the 2006 Program Review. However, the scope of this question is too narrow because the 2006 Program Review for Speech Communication did not address the issues that the current Program Review wishes to explore.

Specifically, within the past year, the Speech Communication Department, both full-time and adjunct, has met to:

- Write, implement, and assess Student Learning Outcome for all currently taught classes.
- Develop curriculum for a new custom textbook (with a significant online component) for Speech 101 and other Speech courses.
- Develop and implement hybrid and online courses.
- Coach students for participation in Speech and Debate competitions.

Additionally, between 2006 and 2009, the Speech Communication Department began a successful Student Outreach Program with several local, "feeder" high schools, teaching Speech 101 on their campuses. As a result of those classes, high school students matriculated to Glendale College, as the college of their choice upon high school graduation. Students from John Burroughs High in Burbank and Crescenta Valley High in Glendale not only participated in Speech 101 taught on their campuses, but also joined in the Intramural Speech Tournaments held on the Glendale campus and subsequently enrolled as college students at Glendale Community College. (Traditionally, Glendale College has faced difficulties in attracting Crescenta Valley High students to our campus, although that high school is a feeder school to this college.) Yet, the entire Crescenta Valley High Speech 101 class of Spring 2009 enrolled at Glendale College. Sadly, this program was discontinued in 2010 due to budgetary considerations.

It is a major goal of the Speech Department to see this program begun again.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Student enrollment continues to rise. Adjunct faculty has risen to the challenge admirably. However, we cannot continue to expect this to be the case, particularly as the College continues to cut their salaries and offers no incentive of full-time employment. The Speech Communication Department expects that, should the present circumstances continue, we will see a decline in faculty morale, which will translate into a decline in student enrollment and performance (Student Learning Outcomes).

As a result of working on Program Review, the Speech Communication Department, full and adjunct faculty, have a better understanding of Student Learning Outcomes and its goals and assessments, have met to discuss and evaluate their students performances in individual classes and the Program as a whole. This process as proved invaluable in providing insight for the Speech Program in its goal-setting for the future.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

The Speech Communication Program will explore all options within the educational and private sector to better serve its students with innovative learning opportunities. In the meantime, we will continue with our basic and much-needed requests.

The process of goal-setting has led to the inexorable conclusion that the wave of the future is hybrid and online classes for advanced Speech Communication classes. These are most effectively taught by faculty with cutting-edge coursework and recent degrees. This makes it imperative that our continued requests be granted.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Hire four full-time, tenure track instructors; provide appropriate faculty offices.	Strategic Goal 1.2 and 1.3	See above.	Four full-time faculty
Assign three more level 3 "1/2" classrooms (with mounted camera and mike).	Strategic Goal 1.2 and 1.3.	See above.	Three more level 3 "1/2" classrooms (with mounted camera and mike).
Reinstate Student Outreach Program	Strategic Goal 1.2, 1.3, and 3.5	See above.	Liaison with the "feeder" high school(s) and our campus student services.
Hire one new classified employee to assist with clerical responsibilities with Speech and Debate	Strategic Goals 1.2 and 1.3	See above.	One new classified employee.
Construct building with Speech Labs – ten (modular) classrooms with state-of-the-art audio-visual equipment, plus rising stages, stadium seating, variable lighting, smart boards, lectern with lights, electronic "Speech in Progress" signs, and motorized projector screens. Hire Lab technicians to work the equipment. Speech Lab will also include rehearsal rooms, forensics squad room, and full-time and adjunct offices.	Strategic Goals 1.2 and 1.3	Student Learning Outcomes in Speech 101 (and other courses) require students to be recorded because it has been shown that student improvement has been dramatic with student self-assessment from their recorded presentations. New technology in Speech labs allows for constructive comments directly on to their recording at precise time intervals, a feature not available with what is currently used in Glendale College's classrooms. This precision will greatly enhance student improvement in voice and diction, accent reduction, and non-verbal work.	Speech Lab – fully equipped and staffed.

Section 5.0. Resource Request

complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

The Educational Master Plan or other related plan goal.

- The Core Competencies (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Strategic Goal 1.2 Access: This resource request increases student access to professional, well developed full time faculty in Speech Communication thereby providing students with faculty who can devote the time and resources to assist them in their communication studies. This will allow them to better develop in both their basic skills of communications and their transfer skills enabling them to matriculate.

Strategic Goal 1.3 Persistence and Success: This resource request assists students in their educational goals by providing them with additional full time faculty in Speech Communication to help them with projects, research, and other tasks associated with their studies.

Core Competencies which are considered by this request are:

(1) Communication in all of its subsections as a full time Speech Communication instructor will teach students to read, write, listen critically, speak and debate, and engage in interpersonal interaction all toward the end of effectively communicating in the world;

(3) Information Competency because the faculty member will instruct learners to use research strategies to retrieve information effectively and efficiently, evaluate that information and use it ethically and legally;

(4) Critical Thinking in that a full time Speech Communication faculty member will utilize evaluation, analysis and synthesis, interpretation and inference, problem solving, argument construction and deconstruction both in and outside of the classroom as a model for his or her students and teach them to do the same;

(5) Global Awareness and Appreciation because being aware of the world is the fodder of every class and every example used in every class in Speech Communication;

(6) Personal Responsibility because all faculty in Speech Communication emphasize the importance of one's individual actions in one's communications; and,

(7) Application of Knowledge because the very nature of communication is letting others know what one knows through the act of demonstration and that is what the Speech Communication profession teaches.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The number of students majoring in Speech Communication will increase.

The number of students transferring to four-year institutions majoring in Speech Communication will increase.

The Speech Department will begin development of a Speech Communication certificate.

The Speech Department will write new curricula to better meet student need.

5.3. Describe the resource request (in detail).

One full time tenure-track instructor in Speech Communication.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$100,000.00	One Full-time tenure track hire in Speech Communication	Student demand is equivalent to 15 full time faculty, yet there are only 4, with one on 70% release time. This is a program with a <u>required</u> transfer class.	Glendale College General Fund
Facilities	Three classrooms	Level 3 classrooms equipped with recording cameras and microphones for speech work	Speech classes require that speeches be recorded and students self assess at the end of each speech. For over 30 sections of speech per semester, the department only has 3 dedicated rooms, not enough to serve the demand. At least 3 more rooms are needed.	Glendale College General Fund
	One Faculty Office	Standard Faculty Office on Second Floor of Administration Building	All Speech Communication Faculty should be near the speech classrooms and near the rest of the Speech Communication Faculty	Glendale College Fund
Equipment	\$ 30,000.00 \$ 5,000.00	See above	See above	See above
Supplies				
Software				
Training				
Other				
Total	\$135,000.00	NA	NA	NA

Section 5.0: RESOURCE REQUEST

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP:

Strategic Goal 1.2 Access: This resource request increases student access to their own work in communication classes, allowing them to better develop in both their basic skills of communications and their transfer skills enabling them to matriculate.

Strategic Goal 1.3 Persistence and Success: This resource request assists students in their educational goals by providing them with additional educational resources.

Core Competencies which are considered by this request are:

(1) Communication in all of its subsections as a speeches involve reading, writing, listening critically, engaging in interpersonal interaction, all toward the end of effectively communicating in the world;

(3) Information Competency because the speeches use research strategies to retrieve information effectively and efficiently, evaluate that information and use it ethically and legally;

(4) Critical Thinking in that speeches utilize evaluation, analysis and synthesis, interpretation and inference, problem solving, argument construction and deconstruction;

(5) Global Awareness and Appreciation because being aware of the world is the fodder of such speeches;

(6) Personal Responsibility because all faculty in Speech Communication emphasize the importance of one’s individual actions in student speeches; and,

(7) Application of Knowledge because the very nature of communication is letting others know what one knows through the act of demonstration and that is what the Speech Communication profession teaches.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The number of students majoring in Speech Communication will increase because AU 205 is one of the primary rooms used for Speech 101 classes and with a functioning camera and the capability of using flashdrive recording technology will foster the increased use of the room for additional Speech 101 classes..

The number of students transferring to four-year institutions majoring in Speech Communication will increase

5.3. Describe the resource request in detail.

Replacement camera for AU205.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Note: All personnel requests will require the additional "IHAC Addendum" to be completed.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel				
Facilities				
Equipment	©\$200	New camera for AU 205	Present camera used to record student speeches for Speech 101 is recording so dark that speeches cannot be viewed.	Instructional Equipment Funds
Supplies				
Software				
Training				
Other				
Total	©\$200			

Division:

LANGUAGE ARTS: FORENSICS - SPEECH AND DEBATE PROGRAM

Describe the relationship of your program to the college's [Mission Statement](#):

The Forensics (Speech and Debate) Program is an extra-curricular competitive speaking program which teaches Glendale College's diverse learners the skills to research effectively, think critically, and express themselves concisely in an organized and passionate fashion through intercollegiate speaking competitions. Teamwork and sportsmanship are emphasized during the students' time on the team. Participation in forensics affords students the opportunity to learn leadership, event planning, governance, and fundraising as well as prepares them to take their responsible places in our society.

1.0. Trend Analysis

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

Program	FTES Trend	FTEF Trend	WSCH/ FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Forensics (Speech & Debate) Program	Inc.	Dec.	Inc.	Dec.	Inc.	Inc.	Steady

Describe how these trends affect student achievement and student learning:

Student enrollment is increasing; it is up 83% for the past 5 years. Full time equivalent faculty is down by 34% with the loss of one full time tenured faculty member who has not been replaced. Fewer than half of the classes are taught by full time faculty. Class fill rate for classes associated with this Program is 90%. Student success rate is approximately 92%.

For every year of its existence, save one, the Forensics (Speech & Debate) Program has ranked nationally at the National Forensics Association national speech tournament. For Glendale College's first year of competition in 2006, Glendale College placed third in Community College Sweepstakes. In 2007, we placed second. In 2008, we placed first. In 2009, Glendale College won four year sweepstakes and had the first place speaker in the nation, in Informative Speaking. In 2010 we missed winning third place in community college sweepstakes by 1/2 a point.

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

Forensics classes are among the classes required for the Speech Communication major for the AA degree and are accepted for transfer to Glendale College's largest matriculation partner, the California State University system.

Students who compete on the Glendale Speech and Debate team are also eligible for myriad scholarships specifically for forensics to four year colleges and universities in the field of communications. A number of Glendale students have been offered such scholarships since Glendale began our speech team.

2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

Program	% of Courses with Identified SLOs	% of Courses with Ongoing SLO Assessment	% of Courses Reviewed for Outline Changes	% of Courses Whose Prerequisites Were Validated in 2009-2010	% of Courses Whose Textbooks Were Reviewed in 2009-2010	Degree/Certificate SLO* <small>If your division has defined other program SLOs, please indicate below</small>
Forensics (Speech & Debate) Program	100%	100%	100%	100%	100%	100%

A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.

.Program SLOs have been identified for the Speech Communication major. Assessments are being developed.

2.1. Would you like to comment on your percentages outlined above?

All active courses have written SLOs. All active courses have at least one SLO assessed and a timeline has been developed for SLO assessment for these courses. All courses, including courses which are not currently being taught, have been reviewed. All course prerequisites were reviewed and validated in 2009-10. All textbooks were reviewed in 2009-10 and, if necessary, updated.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Speech 190 (Forensic Practicum) has not been offered in a number of semesters due to a lack of student interest. The process of writing Student Learning Outcomes (SLOs) has alerted the instructors that the course is ill configured at the present time with too few units offered (one unit at present) with too little time offered for practice of the many speeches students which to do for competition. Thus, a task force will be convened to rewrite this course to better serve student need.

The process of developing the Student Learning Outcomes (SLOs) and the corresponding Assessments for Speech 191-193 has shown that additional attention must be given to organizational work particularly in the areas of fundraising, governance, and tournament organization. This is a consequence of hosting as many on-campus tournaments as the Speech Team currently hosts (five per year, at this writing). Tournament preparation and execution is one of the primary learning activities within the activity and the Student Learning Outcomes need to reflect this fact. Therefore, at the next cycle Student Learning Outcomes (SLOs) for Speech 191 and 192 will reflect these activities and assessments will be developed for measurement.

Another area of Student Learning Outcome (SLO) attention is recruitment. The increase in student participation in the Forensics Program from its inception has shown that that is tremendous interest in this activity on the Glendale campus. The Student Learning Outcomes do not reflect this. Thus, the SLOs will be rewritten to reflect the recruiting activities which occur by both faculty and students for the program and the success of these endeavors.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Because this is a new program, and assessments have just been developed, the Forensics Program is just beginning to assess its outcomes. Improvements made to date have been changes in curriculum to reflect timing of our tournament dates, entry fees for our tournaments, types of events to hold at our various

tournaments, activities to offer at our tournaments, recruiting activities for our club, the types of promotional items to sell, dignitaries to invite, themes and costumes to employ during the entertainment portion of the tournament, food to provide, and the software to use to tabulate the results of the competition.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes. This program desperately needs additional full-time tenure track faculty members, not to run this program solely, but to assist with the program while they also teach communications classes. With the resignation of the full-time head forensics coach two years ago (who has not been replaced), other faculty members, many of them adjunct, stepped in to fill the void. These coaches are working without pay. This is unconscionable.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

The Forensics (Speech and Debate) Program has never completed a Program Review. At the time of the last Program Review for the Speech Communication Program, the Forensics Team was a fledging program and it was not considered necessary for competitive teams to complete Program Review documents.

3.2. What measurable outcomes were achieved due to the actions completed?

See 3.1 above.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

See 3.1 above.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

The Forensics Program plans to continue its open door policy of welcoming all students who are willing to devote the time and effort to become better speakers and allow them to compete at the intercollegiate level.

Because difficult budget times mean that entry fees, travel, and coaching expenses may be limited, the organizers of the program understand that fundraising, sometimes of significant proportions, may be necessary. Therefore, Student Learning Outcomes may need to be revised to include this element in the rubric to allow for continued, sustainable levels of funding to provide for student opportunity.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP Goals and SLOs	How action will improve student learning	Resource Needs
Hire additional full-time, tenure track instructors; provide appropriate faculty offices.	Strategic Goal 1.2 and 1.3	See above.	Additional full-time faculty
Assign three more level 3 "½" classrooms (with mounted camera and mike).	Strategic Goal 1.2 and 1.3.	See above.	Three more level 3 "½" classrooms (with mounted camera and mike).
Reinstate Student Outreach Program	Strategic Goal 1.2, 1.3, and 3.5	See above.	Liaison with the "feeder" high school(s) and our campus student services.
Hire one new classified employee to assist with clerical responsibilities with Speech and Debate	Strategic Goals 1.2 and 1.3	See above.	One new classified employee.
Construct building with Speech Labs – ten (modular) classrooms with state-of-the-art audio-visual equipment, plus rising stages, stadium seating, variable lighting, smart boards, lectern with lights, electronic "Speech in Progress" signs, and motorized projector screens. Hire Lab technicians to work the equipment. Speech Lab will also include rehearsal rooms, forensics squad room, and full-time and adjunct offices.	Strategic Goals 1.2 and 1.3	Student Learning Outcomes in Speech 101 (and other courses) require students to be recorded because it has been shown that student improvement has been dramatic with student self-assessment from their recorded presentations. New technology in Speech labs allows for constructive comments directly on to their recording at precise time intervals, a feature not available with what is currently used in Glendale College's classrooms. This precision will greatly enhance student improvement in voice and diction, accent reduction, and non-verbal work.	Speech Lab – fully equipped and staffed.

Section 5.0. Resource Request

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

The Educational Master Plan or other related plan goal.

- The Core Competencies (Institutional SLOs) or program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

Strategic Goal 1.2 Access: This resource request increases student access to professional, well developed full time faculty in Speech Communication thereby providing students with faculty who can devote the time and resources to assist them in their communication studies. This will allow them to better develop in both their basic skills of communications and their transfer skills enabling them to matriculate.

Strategic Goal 1.3 Persistence and Success: This resource request assists students in their educational goals by providing them with additional full time faculty in Speech Communication to help them with projects, research, and other tasks associated with their studies.

Core Competencies which are considered by this request are:

(1) Communication in all of its subsections as a full time Speech Communication instructor will teach students to read, write, listen critically, speak and debate, and engage in interpersonal interaction all toward the end of effectively communicating in the world;

(3) Information Competency because the faculty member will instruct learners to use research strategies to retrieve information effectively and efficiently, evaluate that information and use it ethically and legally;

(4) Critical Thinking in that a full time Speech Communication faculty member will utilize evaluation, analysis and synthesis, interpretation and inference, problem solving, argument construction and deconstruction both in and outside of the classroom as a model for his or her students and teach them to do the same;

(5) Global Awareness and Appreciation because being aware of the world is the fodder of every class and every example used in every class in Speech Communication;

(6) Personal Responsibility because all faculty in Speech Communication emphasize the importance of one's individual actions in one's communications; and,

(7) Application of Knowledge because the very nature of communication is letting others know what one knows through the act of demonstration and that is what the Speech Communication profession teaches.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

The number of students majoring in Speech Communication will increase.

The number of students transferring to four-year institutions majoring in Speech Communication will increase.

5.3. Describe the resource request (in detail).

One full time tenure-track instructor in Speech Communication.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	\$100,000.00	One Full-time tenure track hire in Speech-Forensics	Student demand is equivalent to 15 full time faculty, yet there are only 4, with one on 70% release time. This is a program with a <u>required</u> transfer class.	Glendale College General Fund
Facilities	Three classrooms	Level 3 classrooms equipped with recording cameras and microphones for speech work	Speech classes require that speeches be recorded and students self assess at the end of each speech. For over 30 sections of speech per semester, the department only has 3 dedicated rooms, not enough to serve the demand. At least 3 more rooms are needed.	Glendale College General Fund
	One Faculty Office	Standard Faculty Office on Second Floor of Administration Building	All Speech-Forensics Faculty should be near the speech classrooms and near the rest of the Speech Communication Faculty	Glendale College Fund
Equipment	\$ 30,000.00	See above	See above	See above
	\$ 5,000.00			
Supplies				
Software				
Training				
Other				
Total	\$135,000.00	NA	NA	NA
