



Annual Program Review 2010-2011

Instructional Programs

Division:

**Continuing Business and Life
Skills Division**

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 Glendale Community College Continuing Education Business and Life Skills Division has been in operation for over 50 years. It is comprised of five departments which include Office Skills and Business Technology, Developmental Skills Lab, Lifelong Learning, Home Arts, and Parent Education.

The Continuing Education Office Skills and Business Technology program serves adults from the community who need to improve their basic skills in business math and/or English, keyboarding, and/or computer literacy. It also provides job training in specified fields. All courses except computer classes are open-entry/open-exit, meaning that students may enter or leave at any time during the semester. As a result, most courses are individualized, although all courses include teacher-directed lessons. Many of the courses are offered in modules to allow some whole class work as well as independent study.

The Parent Education program offers parents and their children a safe and stimulating learning environment. Parents attend the classes with their children. The parents are the students. That means that in a class of twenty, there are twenty adults and twenty or more children.

The curriculum for the adult instructional time includes all aspects of child development, an examination of the theories and philosophies of parenting, and the practice of positive parenting skills. In addition, the parents observe and record how their children socialize with, and develop in relation to, others.

The curriculum for the children includes a variety of age-appropriate activities such as fine-motor-skill development, large-motor-skill development, art and science activities, problem-

solving, music, and stories. Parents participate in these activities with their children in order to learn what activities and behaviors are age-appropriate and enriching for their children.

Lifelong Learning is a Continuing Education instructional program which offers a variety of quality educational classes designed to meet the various needs of older adults in the greater Glendale area.

The program offers a variety of classes ranging from Total Balance/Wellness and Money Management to Memory Improvement and Ancient Civilizations. Lifelong Learning serves a diverse group of older adults ranging from the very active and independent to those in our outreach program living in retirement homes.

The mission of the Lifelong Learning program is to serve the surrounding community by providing a rich and varied curriculum which appeals to adult students of all backgrounds. Our students possess a substantial reservoir of knowledge and experience which can be maintained and enhanced through continued participation in active learning programs, both for the well being of the individual, the college, and for the community as a whole.

We offer small class instruction, computer-aided instruction, and individualized curriculum--all designed for adult students who study at their own pace.

The Home Arts program teaches students how to sew and/or quilt. Adults of any age are welcome to attend the classes.

The Developmental Skills Lab program offers a variety of free programs to help prepare our students for the future. Classes are taught to help students improve their math, reading, or writing skills so they can get a better job. Students take these classes to refresh their skills prior to taking the GED or they may want to complete courses needed for a high school diploma. Some may want to transition to the Main Campus for credit courses.

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
Office Skills and Business Technology	Increasing + 74%	Decreasing -11%	Increasing +95.6%	Increasing +1.5%	0.0%	--	Awarded 140 program certificates since 2008
Developmental Skills Lab	Decreasing -44%	Decreasing -43.9%	Increasing -0.1%	Decreasing -10.4%	0.0%	--	
Lifelong Learning	Increasing +41.6%	Decreasing -6.0%	Decreasing +50.6%	Increasing +1.2%	0.0%	--	--
Parent Education	Increasing +22.0%	Decreasing -4.7%	Decreasing -2,9%	Increasing +4.7%	0.0%	--	--
Home Arts	Decreasing	Decreasing	Increasing	Steady	0.0%	--	--

	-39.8%	-71.4%	+110.8%	0.0%			
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DSL's 44% decrease in FTES is driven by the dip from 06-07 to 07-08. The data for 06-07 is inaccurate. Prior to 07-08, DSL enrollment was collected only by the Lab's card-reader system and not through the college system. Continuing Ed's internal records reflect 139 FTES for 06-07; however, this number cannot be compared to subsequent years as data collection methodology differs.

Between 07-08 and 08-09, other Non-Credit Business and Life Skills departments reflect a greater increase in FTES than the Lab. This is due to a change in reporting positive attendance for the other departments. DSL continued to report attendance by the exact time swiped in and swiped out while the other non-credit departments began to report attendance by crediting students with the entire class time (3 to 4 hrs.) Thus, other departments' FTES increases for this time report trend slightly higher. (DSL increase of 13% vs. average of 20%)

The slight dip in FTES from 08-09 to 09-10 is a direct result of number of days the Lab was closed. Heretofore, the Lab was operational the entire year save Christmas and spring break. Cutbacks resulted in a loss of over four weeks of attendance (including breaks after winter, spring, and reduced summer session.)

Given the inaccuracies of the data and the reduced days of operation, it is difficult to surmise a quantifiable trend although it appears DSL attendance continues to show modest growth. It is clear, however, there is a constant demand from students who return to complete their high school degrees or obtain a GED. Latest national data suggests that from 1997-2007 the national high school graduation rate increased 3.17% to 68.8% while California's graduation rate dropped 4.7% to only 62.7%.

Within the Los Angeles area, the graduation rate is even more dismal. Coupled with the sluggish California economy, many students are returning to obtain a high school degree in order to find employment. In addition, many California Adult Education programs that are offered through the K-12 system have been drastically cut as monies have been swept to cover K-12 expenses. The average budget cut for these Adult programs is 31% with many centers being closed completely (including Alhambra.) All of these trends suggest that the demand for these classes continues with fewer accredited programs offering these classes.

Data provided for FTEF analysis is also inaccurate. For the past four years, the total hours of instruction in the lab averages approximately 127 a semester. At a 9.9 FTEF rate (listed as 06-07) we would have had to have 294 hours of instruction in the Lab. Census enrollment trends are N/A for non-credit as FTES is measured only by positive attendance.

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

As shown, data collection for some of our programs in Continuing Education (noncredit) continues to be problematic. In order to get the correct data, we had to access the VAX, (before PeopleSoft), type in each of 38 ticket numbers that are M-pulled (combined) for this program,

and add the numbers. Due to time restrictions, we decided not to correct all the enrollment figures.

(As a matter of information, the Developmental Skills Lab provides students a choice of 38 different courses - high school diploma classes, GED preparation, and basic skills - all at the same time and in the same place. These 38 courses are offered in the mornings, afternoons, evenings, and on Saturdays.)

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

The greatest indicator of immediate student success is the number of GED and High School Diplomas granted through the years. DSL has shown modest but consistent increases through the years. In 2006-2007 we had 83 GED graduates and 6 high school graduates. In 07-08, we had 85 GED graduates and 5 high school graduates. In 08-09 we continued to increase the number of graduates to 89 GED graduates and 5 high school graduates. Finally, in 09-10 we had a record 98 GED graduates and 7 high school graduates –an increase of 15% over the four year period.

Our concurrent high school program continues to serve over 35 surrounding private and public high schools to help concurrent students complete courses that they need for graduation. Although our summer school term decreased from 10 weeks in 07-08 to 8 weeks in 08-09 to 6 weeks in 09-10, student completion rates have remained steady at between 52-54% compared to 44% last program review. This increase occurred with no changes to course curriculum. Currently, we serve close to 475 students in the fall, spring, and summer terms. Total enrollment has decreased slightly (-8%) due to Hoover and Glendale High's use of Advanced Path for students initially failing courses; however, more schools in the surrounding areas are sending us students (LAUSD and private schools.)

Student enrollments have increased steadily in Office Skills and Business Technology, Lifelong Learning, and Parent Education departments. It is clear that noncredit programs have a crucial role to play to recruit, educate, and train the workforce. The high school dropout rate is growing. Over 80% of students lack the basic skills to be college-ready, and fewer students are completing college degrees. We are aware of these needs and we have taken steps to increase our ability to reach out and increase student success and promote transitions to college with energetic programs like Basic Skills and the California Training Benefits in coordination with the Verdugo Job Center.

We have improved and continuously updated our short-term employment training and career advancement programs. We were also able to draw new adult learners into the program through our marketing efforts, students who might not otherwise think of themselves as college students or as able to access advanced vocational training.

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*
Office Skills and Business Technology	34	20.6%	8	Not Applicable	8	8
Developmental Skills Lab	38	5.0%	0	Not Applicable	Not Applicable	0
Lifelong Learning	21	47.6%	2	Not Applicable	Not Applicable	0
Parent Education	16	0.0%	0	Not Applicable	Not Applicable	0
Home Arts	2	0.0%	0	Not Applicable	Not Applicable	0

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

While SLOs have been written for the 38 courses we offer (34 high school courses and 4 adult courses –GED, Basic English, Basic Math, and Basic Reading), we are behind on writing assessments for these courses. Part of the issue is that we now have only one full-time faculty member in the department with one retirement last year and 38 courses to assess. Completing the assessment loop for these courses will be a top priority of the forthcoming year.

We have submitted several assessment SLO's to Alice Mecom and Ed Karpp. At the same time, we still have to work on improving our assessment SLO's in several of our courses. It is a difficult task to assess 111 courses with only two tenured faculty including myself and two tenure-track full-time faculty.

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

Our assessment outcomes provided us with relevant information that we were able to use to assess and improve our programs. Our assessments showed success in student learning. In the Advanced Account Clerk class, student assessment was conducted by using testing materials. The students met more than the minimum requirements.

In the Peachtree Automated Accounting class, 15 students were assessed. (1) 15 tests were given at an average test score of 70.00% (new company set up/chart of accounts/beginning balances). (2) 15 tests were given at an average test score of 82.00% (general journal entries). (3) 15 tests were given at an average test score of 91.33% (adding vendors and customers). (4) 15 tests were given at an average test score of 76.66% (cash payments/receipts/sales/bank reconciliation).

METHODS OF ASSESSMENT: Tests

These results showed that more than 80% of the students in class met the minimum requirements on the 2nd and 3rd SLO. 70% of the students in class met the minimum requirements on the 1st and 4th SLO.

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

We're still working on our program-level student learning outcomes.

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.

According to our student assessment data, we need to implement an assessment program for our students and offer a variety of assessment tests. The students also indicated very strongly that they need more computer lab hours and facilities in the new building should be able to address this issue when it is completed.

The majority of our students also indicated that they need more remedial or tutorial times with our instructors. Since 95% of our instructors are part-timers, students were not able to ask for assistance from our instructors after class 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).

Lifelong Learning		
Curriculum	Complete the development and implementation of SLO's	SMP 1
Curriculum	Begin the development of assessment tool(s) for all LLS courses	SMP 1

3.1 Evaluation of Previous Goals

Since the last DSL program review certificate programs for GED and ABE (Adult Basic Education) were created and approved by the Chancellor's office, the number of GED certificates attained—as measured by passing the GED—has steadily increased each year. Curriculum for earning an ABE certificate has now been developed for Basic Math, Basic Reading, and Basic Writing. Yet, more focus is needed on identifying ABE students and

Expand staff development activities at the Garfield Campus.

- a) work with Staff Development to offer more workshops at Garfield (2006-11)
- b) develop an annual survey for all staff regarding staff development needs (Fall 2007)

Track student success and retention.

- a) assign permanent student identification numbers (Summer 2007)
- b) implement online application, registration, and attendance keeping (Summer 2007)
- c) develop computerized records of course and program completion (Spring 2008)
- d) develop more accurate data collection for noncredit courses and programs (2006-11)

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

We offered more staff Dev. Courses in Instructional Technology workshops.

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

The instructors became more knowledgeable and competent in new technologies.

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 plan to offer workshops on the versions of our application and operating system software.

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
Increase numbers of noncredit full-time faculty	Strategic Goal 1: Student Awareness, Access, Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	Provide quality instructional and institutional excellence. Remove barriers to persistence and success. Increase faculty and student interaction.	Support and approval from the IHAC committee and the institution. Develop and implement a plan to replace retired faculty. Budget amount \$65,000.00
Find additional offsite facilities for Parent Ed	Strategic Goal 1: Student Awareness, Access, Persistence, and	Improve access of noncredit students to needed services and learning programs.	Eliminate faculty perception of "classroom ownership." Provide scheduling that reflects student and prospective students' needs.

classes	Success Strategic Goal 3: Instructional Programs and Student Services		Budget amount \$20,000.00
Identify and monitor long-term educational goals for DSL students.	Strategic Goal 1: Student Awareness, Access, Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	Increase persistence and relevance of academic preparedness.	Student Services Assistant, Continued Continuing Education orientation Budget amount from \$15,000.00.
Streamline transition from noncredit to credit, increase percent transferring, enable smoother transitions, and obtain baseline data	Strategic Goal 1: Student Awareness, Access, Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	Effectively address the evolving pedagogical needs of students served by the College.	1) Educate new and tenured faculty about noncredit offerings 2) Schedule meetings between credit and noncredit faculty to address the need for a seamless transition from ESL to English classes, noncredit to credit Math, noncredit to credit Business. Budget amount \$5,000.00
Innovative learning for 21 st Century Students and Faculty	Strategic Goal 1: Student Awareness, Access, Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	Meet the needs of our students' optimal learning modalities	1) Staff Development workshops 2) Collaborative learning designs 3) Continually upgrade faculty technology skills 4) Ensure GCC's Information and Instructional Technology. Plans include budgets for Garfield Campus. 5) Smart classrooms (e.g. smart boards, lecture captures, document cameras, etc.) 6) IT support 7) Flex credit for training 8) Provided learning space, furniture, and technical equipment that enable faculty and students to work together collaboratively. Budget amount \$20,000.00
Increase ABE certificates by providing support for	Strategic Goal 1: Student Awareness, Access,	Work towards an intermediate milestone will help ABE students persist	Tutors and additional software and/or directed learning activity videos produced by the department.

ABE students	Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	in their learning. Providing extra support will help students master the curriculum more effectively	Budget amount \$10,000.00
Develop academic preparedness for GED graduates to successfully bridge to credit programs	Strategic Goal 1: Student Awareness, Access, Persistence, and Success Strategic Goal 3: Instructional Programs and Student Services	Create awareness of the placement process into credit courses and offer refresher courses in basic skills to allow students to reach their goals more readily	Funds to develop curriculum for review material including DLAs (directed learning activities) videos. Budget amount \$5,000.00

2010 PROGRAM REVIEW

Division:

CE Business/ Life Skills I: **CEBLS-1**

Section 5.0. Resource Request

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

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

Educational Master Plan

1) *Strategic Goal 1: Students Awareness.*

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 enormous over-reliance on part-time noncredit faculty also raises significant problems for effective participation of noncredit faculty in the decision making process at Glendale Community College. This clearly has undesirable consequences to the quality of program development, curriculum development, practices supporting student success, and ultimately the quality of noncredit instructional programs in the Lifelong Learning Department.

Increased numbers of noncredit full-time faculty and workloads that include institutional service should provide the ability for noncredit faculty to participate in governance and program development in a comparable manner to credit faculty.

5.3. Describe the resource request in detail.

The Continuing Education Business and Life Skills Division is requesting a full-time tenure track faculty for the Lifelong Learning Department. This faculty will teach a variety of Lifelong Learning Education classes such as The Joy of Living, Where's my Memory, Ancient Civilization, Film Criticism, Art History, Sketching, Seminars at Retirement Homes, Contemporary Novels, Philosophy and Ethics, The Simple Life, Health and Exercises courses, etc. and provide leadership to the Encore program. The minimum requirement for this position is a Master's degree in the appropriate discipline or the equivalent.

The full-time position also includes planning program and learning activities. The position is a 35 hour per week assignment which includes 24 hours of instructional time per week, program management, and office hours. Participation in professional activities, curriculum development, and campus committees are expected. Teaching assignments may involve evening and/or weekend classes.

Some of the responsibilities of this tenure-track faculty are to evaluate and select knowledge and skill areas to be offered and/or required of students, lead divisional curriculum and program development, coordinate with other members of the division, participate in Staff Development

and continuing education activities in order to maintain currency in the teaching field. This faculty member will also counsel, advise, encourage, and be accessible to students.

This faculty member who will be the only full-time person in the department will also oversee the Lifelong Learning Department meetings and events and manage other department responsibilities.

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	\$65,000.00	Full-time tenure track instructor	To replace the only Lifelong Learning full-time faculty member who retired last year. (In addition, please refer to the answers from page 1-4.)	
Facilities	N/A			
Equipment	N/A			
Supplies	N/A			
Software	N/A			
Training	N/A			

