Examples of Assessment Leading to Improvement 2010-2011 Program Review

The tables below show how assessment results have been used for program improvement, as reported in the 2010-2011 program review cycle. The first table shows outcomes for instructional programs and the second table shows outcomes for student support services.

Instructional Programs

		Assessment	
Division	Program	Type	Description
Biological Science	Biology AA Degree	Program	Assessment of the Biological Sciences AA Degree Program SLO demonstrated that the acceptance rate was substantially higher for students who completed the entire Biology series at GCC: 86% for UCLA and UCB after taking Biology 103, compared to
			41-50% after taking Biology 101 and 102 only.
Business	Business Programs	Course	Assessments of course-level outcomes have led to an increased focus on contextual learning.
Credit ESL	Credit ESL	Course	SLOACs have created a feedback loop which has led to changes in exams and to discussions about increased training for teachers regarding scoring rubrics. The newly implemented listening and speaking exams have created greater uniformity in testing.
Credit ESL	Credit ESL	Course	New division-wide final exams have led to more discussion about the Listening and Speaking Curriculum; they have also led to plans for a FLEX activity on this topic for Spring 2011.
English	English	Course	Ongoing assessment of developmental composition and reading has directly impacted curriculum development and professional development. For example, the English 120 committee hosts regular best-practices to discuss issues connected to student learning manifest in the SLOAC assessment process; and assessment data from English 189 and English 191 is integral to measuring success of the division's courses.
Health Sciences	Alcohol/Drug Studies	Course	The Alcohol and Drug Studies Program has realized a decrease in attrition rates and an increase in retention rates due to continued assessment of course-level SLOs. Data for the EMT Program's SLOs from 2007 to 2011 demonstrate that students are improving each year as more student needs are identified and changes made to the program.
Language Arts	American Sign Language	Course	Assessments have led to more in-class conversational settings and impromptu in- class conversations and real-life interactions.
Language Arts	Foreign Language	Course	SLOs have identified gaps in prior preparation, such as grammar. More time is now spent inclass to fill these gaps and better enable students.

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Mathematics Mathematics Course By comparing results from short- and long-term SLOs, the division has zeroed in on areas that provide the most difficulty for students, so instructors can determine the most critical aspects of the curriculum. This has led to workshops for faculty that target the major problems faced by students in a variety of courses. The division has instituted workshops for students on problematic topics identified by SLOs. These continue to generate positive feedback from students. Mathematics Mathematics Course Assessments pointed to a problem with prerequisites for courses. This led to the development of the Math High School Collaborative, geared toward encouraging high school students to take mathematics in their senior year. Student Services Student Course Assessment of course-level outcomes has led to the revision of course outlines, increased sharing of teaching methods among faculty, and increased discussion about which SLOs are most important. Visual & Performing Art History Course Ongoing assessments have identified the need for more consistency between sections of the same course. Additional meetings of faculty have yielded closer alignment. Visual & Performing Arts Course Ourse Outsiand Sessments have led to constant course revision and updating. Arts Course Assessments and community need led to the creation of the Dance Teaching Certificate and has also led to immediate workforce employment. Visual & Performing Arts Course Assessments resulted in the creation of a new certificate, more reflective of current practice. Visual & Performing Arts Course Assessments resulted in the creation of a new certificate, more reflective of current practice. Visual & Performing Arts Course Assessments identified weaknesses resulting in recommendations to allow additional practice time to increase student success. Visual & Performing Ausic Course Assessments identified strengths and weakness requirements has		ŭ		
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	Visual & Performing	Photography	Course	

Division	Program	Assessment Type	Description
Arts	Ŭ		consistent for students continuing to advanced courses.
Visual & Performing Arts	Photography	Course	Assessments of 8 week courses showed a negative impact on student success which resulted in the elimination of these courses during fall and spring terms. Recent course revisions require further assessments.
Visual & Performing Arts	Studio Arts	Course	Assessments showed that advanced students lacked capstone classes that synthesize advanced skills. Three new courses have been developed to bolster program outcomes.
Visual & Performing Arts	Studio Arts	Course	Assessment of intermediate courses pointed out the importance of first-year education and the need for more time developing basic technical skills at the introductory level in order to succeed in the intermediate level. Faculty meet to review best practices for first year instruction.
Visual & Performing Arts	Theatre Arts	Course	Assessment led to a more rigorous writing component in IGETC course. Four classes were examined and rewritten based on the skill levels for acting in GCC's student population.

Student Support Services Programs

Program	Description		
Admissions &	The Admissions assessments led to the purchase and implementation of CCCApply, the recognized CCC standardized		
Records	application for admissions with clear and concise instructions. Student use has been uniform and appears to be easy for		
	students to comprehend.		
Admissions &	Records assessments initiated student registration only through PeopleSoft. Only problem situations are handled in		
Records	person. Telephone registration was discontinued.		
Center for Students	Meeting with focus groups revealed that faculty need more information about students with disabilities and an online		
with Disabilities	information/training program was created for faculty/staff access and staff development credit. Student survey data		
	serves as a baseline for future trends in student's effective use of accommodations. As a result of counseling stressing the		
	importance of physical activity, there was an increase in student enrollment in PE classes.		
EOPS	Assessments concerning student email activation and promotion of website visits provided information regarding		
	student reluctance to begin using this form of communication. In response, workshops, classroom presentations and		
	homework assignments for extra points was provided to help students guidance and support. The EOPS mutual		
	responsibility contract has been revised to include this requirement.		
Financial Aid	Assessments have resulted in having students file the FAFSA electronically and accessing MyGCC to monitor their		
	financial aid status and applications being completed on a more timely basis.		
Library	In the Garfield Library, assessments based on student need have resulted in librarian consultations replacing workshops.		
	Developmental Skills lab staff indicate that having a library has improved student success.		

Program	Description			
Library	SLO data is used to evaluate and improve workshops on an ongoing basis. Scheduling changes were made to accommodate the new block schedule and the frequency of the most popular workshops is determined by demand in past semesters.			
Learning Center	Tutorevaluationformsprovidedatabasedonafivepointscale. Although subjective, this has provided usefuldata. Tutor training will be improved to address deficient areas. Additions will be made to the tutor training module and more frequent meetings with tutors will help improve ratings.			
Athletics	Assessments have resulted in more proactive services including a Student Development class for student athletes. The department also offers a comprehensive student athlete orientation and eligibility workshop for all sports teams during fall and spring.			
Center for Student Involvement	Assessment has identified whether service learning has helped students in better understanding coursework and classroom lectures. Additionally it helps to gauge whether other core competencies are met through service projects coordinated by the center.			
Student Outreach Services	The data from assessments has been used to alter programs and presentations in an effort to better student learning.			
Scholarship Program	Assessment shows that the program goals are successful and the number of students served increases each year.			
Student Activities	Throughstudentreportsandsurveystheeffectivenessofstudentleader'spersonalgrowth,trainings,workshops,improvement included more extensive and in-depth campus trainings and changes in workshops provided at orientations and leadership retreats.			
Student Activities	Improvements have included expanded ASGCC support for programs that increase student/faculty interaction outside the classroom. Student government leaders participating in statewide conferences and local rallies for advocacy and the conversion of SC212 into a L3 classroom.			
Student Employment Services	Assessmentidentifiedcampusemploymentleadingtobettercommunicationskillsforstudentsandingaugingwhetherothercore competencies are met through jobs on campus.			
Academic Counseling	Assessment has led to improved intake and counseling sessions, heightened awareness of the importance of students developing SEPs, and a better understanding of what is important to students in their educational planning.			
Career Center	Objective feedback comes directly from students comments and assessment results have led to improved career counseling sessions, and a greater sense of students understanding of themselves and the career decision-making process.			
International Students	One trend revealed from the assessment is that students who participate in student activities and field trips find them helpful in making friends, adjusting to life in the U.S. and feeling connected to the college.			
Transfer Center	SLO assessment focused on student's knowledge of the transfer process and the support of the Transfer Center. Results confirmed that efforts to inform students of minimum transfer requirements are working, however, there is a need to continue to educate students on transfer strategies such as GPA requirements.			