

## Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing /Resources	4. SLOs	5. Goals
<b>6. College Wide</b> <b>Overall – How does this information fit with the College Wide Goals?</b>				

*The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.*

*The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department “program”. Each curriculum guide (AA or Certificate) within your department represents a “program” and requires a separate program review report. Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).*

***It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.***

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

**Enrollment patterns** - in 2008/2009 were at 625 Student FTE. In 2009/2010 Student FTE declined to 500 student FTE. This was due to funding cutbacks that did not allow us to offer as many course sections and therefore increase student enrollment. (FACS)

Students that balance their schedules with both general education and FACS classes in the same semester have better success rates. Overall Student achievement (enrollment and retention) has improved in the past 3 years in FACS classes, but the success rate has not. Higher enrollments may result from organized, proactive students needing to register earlier because of limited class offerings due to budget cuts.

**Achievement Data:** Retention, Success and Completion Rates - for FACS ranges from 88% to a low of 30% based on an overall view of all FACS program courses. These figures also show that larger class sizes and more “non FACS Majors” decrease persistence and completion in the courses.

## Program Review (SP11)

Overall however, it appears that over the course of the three academic years being examined, that the success rate is not improving in Associate of Arts degrees as the result of fewer course offerings and limited faculty due to budget cuts.

### Staffing Resources

1. From 2006 at 15.75 Faculty FTE's declined to 9.5 faculty FTE's in 2010. This was due to funding cut backs that did not allow us to offer as many course sections to hourly faculty. Tenured full time faculty was unchanged at 5 FTE's.  
(This data reflects the entire department of FACS).
2. FACS continues to employ only adjunct faculty.
3. LBCC strives is for a load or WSCH/FTEF of 525, FACS is 573..

#### 4. SLOs – a) Summarize the collected program data

All SLOs completed. SLOs for each course are discussed with students at the beginning of the semester.

Assessment data is being collected for FACS courses.

The data will be used to improve student life skills knowledge, preparation for the workforce, and awareness about consumer rights and responsibilities.

The class members will provide data for the SLO assessment by completing test questions, a 1040 and 1040ez tax form, creating a personal budget, writing a complaint letter and being aware of consumer agencies and laws that protect their rights.

#### b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
  - The program-level and course-level SLOs are being implemented, assessed, and used for program improvement by using the objectives to guide the courses outcomes by assessing students not only in examinations, but using writing, group projects, and hands on activities to improve their understanding. Course improvement is gleaned by asking the students to evaluate the effectiveness of the courses as well as the instruction and to use that feedback.
- Summarize how the program has responded to SLO assessment results.
  - The program has responded to SLO assessment results by adding course content that supports or deleting course content that does not support student-learning outcomes.
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

## Program Review (SP11)

- By using assessment to base the success of student learning outcomes, there is better understanding of what exactly the students are learning or not. The courses are based on the objectives, but successfully implementing them is often elusive. The student feedback in relation to what they have learned is invaluable to improving each course and helps an instructor to improve the delivery of course objectives.

### 5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

The FACS department and program goals have developed and changed for the better (improved retention) over the past three years by using the information gleaned from the student assessment data.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

The steps taken to address each goal include focusing the course objectives on real life outcomes, such as producing students that possess soft and hard skills in order to help them succeed in the workplace.

c) Based on the new data collected (4), what are your plans for change in the future?

The new data collected has shown that students have been lacking life skills and that these skills need to be emphasized in future coursework. More hands on practice (technology, writing skills, presentation skills) is needed for students to succeed.

### Goals

Assessment results of our FACS outcomes confirm that our Departmental Goal: Student Competency Success Goal is being met at a high level.

The goals of FACS are:

A. To provide entry-level skills for a vast array of jobs.

Findings: Data collection confirms students are successfully placed in employment or higher education.

B. To appraise students of the technological changes impacting the workplace.

Findings: Technology continues to be an integral factor across the curriculum in all facets of FACS. Course changes – FACS 50 and FACS 64 utilize Power Point Power PowerPoint presentations for all students.

C. To prepare students for transfer to four-year colleges.

Findings: FACS students are not transferring due to lack of program direction/advising because of no full time faculty.

D. To expose students to the impact of Individuals, Families and Communities on society, both psychologically and economically.

## Program Review (SP11)

Findings: Included in course content objectives. FACS 50 introduces tax form completion and consumer complaint letter writing. FACS 64 uses diet analysis, budgeting and time management to improve life skills.

### 6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Family and Consumer Studies prepares individuals to function effectively in changing family, community and work environments. FACS also provides educational opportunities that respond to human needs, future technologies and global changes in preparing students for employment, careers, advanced study and lifelong learning. Family and Consumer studies enable individuals to develop skills that improve the quality of life in a diverse society, period.

The FACS program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives just by the nature of the discipline. Our mission is to prepare individuals, families and communities to function in society. FACS courses focus on the enhancement of social, cognitive, economic, emotional, and physical health and well-being of individuals and families, empowering individuals and families to take charge of their lives, to maximize their potential, and to function independently and interdependently;

The FACS program enhances the quality of the environments in which individuals and families function.

Professional Development and student competency are the two main goals for the FACS department plan. These goals align with the overall college institutional goals and initiatives. It is the goal of the FACS program to prepare students for transfer and professional employment. The FACS department plans; program review, resources and efforts all lead to this overall direction.