

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide Overall – How does this information fit with the College Wide Goals?				

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, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a "program", and requires a separate review report (this document). 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 rank us consistently as the most heavily enrolled set of disciplines in the most popular school of the college. Even with the inclusion of computer and business programs within our school, Social Sciences is the most in demand program. We believe that the initiation of the Transfer Degrees will only further increase the burgeoning interest in Social Sciences training. Business, computers and office technologies are saleable skills for the job market but "people skills" and understanding human behavior are an asset not only in the job market but in the future academic careers, professional and personal lives of students who complete our courses with passing grades.

Our achievement (success) rates hover around 60% and retention fluctuates between 70-80% for the previous terms since 2008. Summer retention rates are higher and success is slightly more likely an outcome. We suspect that this is due to a

Program Review (SP11)

combination of the type of students who is willing to give up 6 to 9 weeks of summer to take a class, and the shorter window allowed for dropping courses.

Finally, we can use additional administrative support, more full time and part time hires. If we offered more courses there would be demand enough to fill them. I hope the budget will eventually allow us to increase our staff, faculty and the range and number of courses we offer.

4. SLOs – a) Summarize the collected program data

Program assessment: 65% of students sampled attained the minimum expected score.

Course level review.

GEOG5/ECON5. The assignment was a take home essay. Based on the rubric, 96% of students passed in all three categories (Quality of information, Amount of Information, Mechanics) with a score of 3 or 4. In this class section there was no pattern as to which category the students received a 1 or 2. Some students failed due to Mechanics, others due to Amount of Information, specifically not answering all parts of the question, while some failed due to Quality. Furthermore, students need to be advised more clearly that ALL parts of the question must be answered.

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?

SLOs are being implemented as described in the previous section. For 2010, course level SLOs were collected for three classes, Econ 5, Geog 5, and Phil 14. No results were submitted by faculty for Anthro 10 and Socio 11 due to faculty resistance to the SLO process. Results for Psych 10, Psych 33, and Phil 11 are being submitted late due to confusion over formatting for Trac Dat.

Each faculty member is evaluating SLO results for his/her class and determining the proper action for program improvement. This includes changes such as modification of testing formats and incorporation of reading and writing resources into course curriculum.

- Summarize how the program has responded to SLO assessment results.

As per "Actions Taken and Follow-up" on the SLO reports, the program has responded as follows:

Program Level assessment action: 03/15/2011 - It was determined that 30% of C students was too small of a sample for an adequate analysis. Therefore we went with a 20 C student sample (more than half of the C or better students). This will be set as the new sample size for future semesters.

At 65% success rate, these students did not meet our expectation. We believe this has more to do with the difficulty of the particular assessment task than the difficulty of the particular SLO.

We will be spend more time reviewing this topic prior to the exam, and to re-evaluate the methods used to teach these particular concepts, i.e., making changes to powerpoint slides, etc.

Program Review (SP11)

Course assessment action: As a result of this evaluation, students have been made aware of college writing assistance services. This will be incorporated into the written assignment instructions. Another option is to require students to use college writing assistance services. This must be coordinated with the various services so as to not overwhelm them at peak times of the semester.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Further evaluation of the assessment tasks, as well as student awareness of writing resources will make a significant improvement in SLOs for future semesters.

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?

I think we have both expanded our goals AND have begun to look for common themes among the disciplines. This is a challenge as I believe we have some overlapping agendas but also present students with six different ways to know about people.

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

We've completed some of our goals, and revised others, and devised new ones. Asking questions leads to not only answers but asking even better questions. This drives our improvement of assessment both related to SLOs and independent of it. We've also expanded our the scope of our SLOs and we've included adjunct faculty as much as possible to get the fullest picture of how our students perform (or do not.)

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

Especially in this time of limited financial resources we'd like to make better use of what is available to us. We'd also like to make reasonable requests for new resources based on our current needs. Also, to continue to define clearly the commonalities held by our six disciplines.

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?)

I would say that our department promotes: Civic Engagement, Critical Thinking, Communication and Wellness. The first LBCC goal is built into most courses offered by Sociology and Anthropology. Wellness is especially promoted by Psychology coursework and faculty. All of our disciplines emphasize communication (written, verbal) and critical thinking (through promotion of the scientific method. Our assignments, assessments and learning goals and outcomes reflect these missions.