

Golden West College

INSTRUCTIONAL PROGRAM REVIEW Spring 2013

Program Name: Liberal Arts & Culture

Division Name: Business and Social Sciences

Overview of Program: *Liberal Arts & Culture is a department within the Division of Business, Social Science, Math & Science. It offers transfer level lower-division courses in Anthropology, Geography, History and Philosophy.*

Program Contact Information:

<u>Program Contact Name</u>	<u>Phone #</u>	<u>E-mail prefix</u>
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<u>Program Manager</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Jeff Courchaine	Dean of BSSM&S		714-895-8157	Hum 109	jcourchaine@gwc.cccd.edu

<u>Classified Staff</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
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<u>Full-Time Faculty</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail</u>
Dave Moore (Professor, History)	x58264	Admin 228	dmoore@gwc.cccd.edu

Sunshine McClain (Tenure Track, History)	x51048	Admin 213	smcclain@gwc.cccd.edu
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Noah Levin (Tenure Track, Philosophy)	x51062	Admin 220	nlevin@gwc.cccd.edu
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Anthropology – no full time faculty

Geography – no full-time faculty

Current State of the Program

1. What noteworthy trends do you notice in your data tables?

- **Shrinkage!** Sections offered declined 2011 to 2012, dropping from 105.5 to 94.5. Enrollment also fell - the 2011 aggregate (Spring/Summer/Fall) was 9,277, in 2012 it was down to 8,198.
- **Super efficient!** Hard working faculty, either the most or among the most productive on campus in terms of student/faculty ratios. FTES per FTEF was over 60 for 2011/2012. The Division of BSSM&S was in the 50s for the same years, and the College-wide figure was in the 40s. In Fall 2012 the student/faculty ratio was 64 to 1. The campus-wide ratio was 51 to 1.
- **Big classes UP!** On-site class sizes show a disturbing swing toward LCF (large class factor) in Spring and Fall data. In 2011 22% of department enrollments took on-site classes in the 1.0 LHE category (>55 students). In 2012 these 'small' classes had fallen to only 17% of enrollments. Meanwhile on-site classes in the 1.5 category (56-119 students) rose from 50% to 60% of enrollments. Add super-sized classes in the 2.0 range (120 plus) to the LCF mix and the increase in enrollments was from 78% (both 1.5 and 2.0) in 2011 to 83% of department enrollments in 2012.
- **Student success DOWN?** Student success rates for Fall 2012 show the impact of these LCF sections – 72.9% for 1.0 classes, dropping to 61.2% for 2.0 classes.
- **Online growth!** The percentage of enrollments accounted for by online classes continues to be very high. One in three enrollments in this department - 36% in 2011 and 30% in 2012 – compared to campus-wide during 2011/2012 which was less than 15% (16% in 2011 and 13% in 2012).
- **Grade Inflation!** For the period 2008 to 2012 the allocation of A-grades by Philosophy (34%) was excessive compared to the other disciplines in this department – Anthropology (22%), History (21%), and Geography (15%).

2. What are your analyses of the causes or reasons for those trends?

1. Shrinkage: (A) funding cuts clearly a factor, since passage of Prop 30 (2012) hopefully we will get growth again; (B) increase in LCF sections at the expense of 1.0 classes.

2. Big classes UP! RED FLAG. I see two reasons –

(A) Cost efficiency in a 'nickel and dime' approach to class scheduling (pre-Prop 30).

(B) It is a by-product of contractual negotiations and scheduling (determining class size) by campus administrators and the union. This dept is 'paying' heavily to enable smaller classes in other divisions. I think this is an arbitrary aberration and needs attention. An average student/faculty ratio of 64/1 is an excessive disparity in terms of workload and working conditions compared to the campus-wide ratio. It is also counter-productive in meeting accreditation-mandated SLO's and UC transfer articulation requirements – all subjects in this dept have significant reading/writing components necessary for matriculation, much harder to achieve in LCF environments.

3. Student success DOWN! Revelation is on p.14 of the 'GWC Key Indicators of Institutional Performance' report for 2011-2012 - '..... as class sizes increase, student success rates have decreased'.

2. What does your program do well?

- New tenure-track faculty hires in History and Philosophy (2012) realized main objective of 2010 Program Review report.
- Speedy response to new Statewide transfer initiatives - AA(T) program in History (2012) has been approved by CCI. An AA(T) Philosophy is about to be confirmed and programs in Anthropology and Geography are in advance stages of preparation.
- Super efficient faculty in terms of class workload! See #1 above.
- Via an *ad hoc* LCF faculty 'pressure' group Administration agreed to reinstate and expand support instructional aides for large classes (Forum assistance, readers, tutors).
- Diverse on-site scheduling (day, evening, 8-wks) and instructional mode (online, hybrid).
- Only GWC originated CCCD Study Abroad summer program – History 135 in London for nine consecutive years (2005 -2013).

4. What are the challenges to your program.

Within your program's control

- Create a more flexible schedule, with more section choices, by reviving 1.0 classes to (A) improve 'Time to Degree' completion rates; (B) continue to meet SLO 'performance metrics' compliance mandates (also see below)
- Tenure-track hires in Geography and Anthropology, both currently without any full-time faculty
- Maintaining reasonable Instructional Aide support for LCF faculty
- History is listed in Area C (Arts and Humanities) of CSU transfer plans in nine neighboring community colleges including OCC and CCC, but not at GWC where it is listed in Area D only (Social Sciences)? This is an anomaly limiting student choices and should be corrected by CCI.

Beyond your program's control

- Administration assertion of a contractual right to set class size.
As above - We need more 1.0 classes or at least revive those that have been lost. This will (A) improve 'Time to Degree' completion through more section offerings; (B) lower student/faculty ratios to serve SLO and UC transfer articulation goals by enabling more reading/writing assessments
- The relationship between individual instructor academic grade criteria/expectations and standardized 'learning' assessments (SLOA's) is a challenge in an educational environment that has hitherto valued academic freedom.
- SLO monitoring impracticalities. Adjunct faculty comprises 90% of this department (26/29). It's not practical for the Chair on 3 LHE compensation to track and monitor SLO and SLOA compliance for so many faculty.

5. Summary of identified areas in need of improvement

- Class sizes – revive 1.0 sections
- Full time faculty for Anthropology and Geography
- Online limitations: propose online restriction to those sections already offered on-site, not as the only instructional mode option for that course
- Grade Inflation – we need to achieve more parity. It's fairer to our students (and faculty) to at least give the impression there is some consistency.
- Improved campus-wide resources to assist in SLO and SLOA directives

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: HISTORY AA-T Semester Fall Spring Year: 2012
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Employ interpretive skills to reach reasoned conclusions from historical evidence (primary and/or secondary sources)
Step 2	What method did you use to assess the SLO?	Students in two History 170 classes asked to (a) read, understand, and critically evaluate/comment on primary sources from the era of the American Revolution; (b) conduct research on the context of the era. Assessment by written answer responses.
Step 3	Describe the results of your assessment.	The completion rate was 90%. About 75% of the two classes assessed demonstrated a competency level of grade C (satisfactory) or above.
Step 4	Describe your analysis of the data.	<p>The skills expectations involved were –</p> <ol style="list-style-type: none"> 1. Reading – demonstrating understanding of the narrative 2. Writing – identifying secondary vs. primary evidence, author, intended audience, historical context 3. Critical analysis – comparison and differences, inference, cause-and-effect relationships <p>Based on this criteria the majority (three out of four) were successful on skills 1 and 2. About 45% satisfied some (though not all) of skill set 3.</p>
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The majority of History classes are LCF (large class factor) – it is much more difficult to positively influence and monitor individual learning growth in critical reading and writing for skill 3 in this size of educational environment. History should have more 1.0 sections to better meet UC transfer articulation requirements for majors on reading and critically evaluating primary source documents

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years. Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.)

Program Name: History AA-T Semester to be Assessed: Fall Spring Year: 2014
 Program Type: Transfer Major Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Describe the structure, pace and causal agents of changing historical contexts
Step 2	What method did you plan to use to assess the SLO?	Students to complete a written response exam examining cause-and-effect relationships of factors involved in the years before, during, and after the American Revolutionary War
Step 3	When is the assessment going to be done and who is going to conduct it?	2013/14 – US History faculty

Program Name: History AA-T Semester to be Assessed: Fall Spring Year: 2014
 Program Type: Transfer Major Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Employ interpretive skills to reach reasoned conclusions from historical evidence.
Step 2	What method did you plan to use to assess the SLO?	Students to read and provide written response answers to interpretive questions evaluating the ideas and arguments in Voltaire's 'Candide' (1759)
Step 3	When is the assessment going to be done and who is going to conduct it?	2013/14 – Western Civ. Faculty

Program Name: History AA-T

Semester to be Assessed: Fall Spring
 Winter Summer

Year: 2014

Program Type: Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Evaluate cultural, socio-political and economic contexts through historical time
Step 2	What method did you plan to use to assess the SLO?	Students to provide written explanation and critical commentary on <u>one</u> economic problem & solution and <u>one</u> economic concept (chosen from a pre-given list) on the US Economy between 1790 and 1860.
Step 3	When is the assessment going to be done and who is going to conduct it?	2013/14: Economic History faculty

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty:

Need for tenure-track hires in Anthropology and Geography (currently no full-time faculty).
Also expansion tenure-track hire in History. Over 50% of Liberal Arts sections on offer are in History.
Requests to be submitted in the next hiring cycle – 2013/14.

Management:

Classified:

Hourly:

Maintain levels of SIA's (Student Instructional Aides) in proportion to number of LCF sections offered

Considering your current employees, what staff development/training does your program need?

Would welcome more teacher preparation courses, both on-site and online. This dept is continually dependent on a large percentage of adjunct hires, some of whom have little or no instructional experience.

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Health, Safety and Security (e.g.

Other What changes or other additions need to be made to your program to function adequately?

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- | | | |
|---|---|---|
| 0 | 0 | a. Significant declines in enrollment and/or FTES over multiple years |
| 0 | 0 | b. Significant change in facility and/or availability and cost of required or necessary equipment |
| 0 | 0 | c. Scarcity of qualified faculty |
| 0 | 0 | d. Incongruence of program with college mission and goals, state mandates, etc |
| 0 | 0 | e. Significant decline in labor market |
| 0 | 0 | f. Continued inability to make load for full-time faculty in the program |
| 0 | 0 | g. An over-saturation of similar programs in the district and/or region |
| 2 | 1 | h. Other: <u>Disturbing and disproportionate swing to LCF sections</u> |

Program Review Check-list

- (v) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- (v) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- (v) Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Dave Moore

Date:

Comments:

Division Dean: Jeff Courchaine

Date:

Comments:

() No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

Sunshine McClain (History)

Date:

Noah Levin (Philosophy)

Date

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.

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- ()
- ()
- ()
- ()

Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory