

GOLDEN WEST COLLEGE

Program Review, Analysis, and Planning

Department Name: Liberal Arts & Culture

Data Analysis

Based on data provided by ORPIE:

- 1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)**

- Anthropology – Similar enrollment trend to college but higher than the college on FTES/FTEF (Anth – 42.3; College – 33)
- Geography – Higher for enrollment and higher than the college on FTES/FTEF to a measure of 10 (Anth – 42.6; College – 33)
- History – Higher for both enrollment per section and FTES/FTEF (Hist – 46.5; College – 33)
- Philosophy – Similar trend to college on enrollment higher than the college on FTES/FTEF (Phil – 42; College – 33)

SUMMARY – Lib Arts & Culture Dept. outperforms college on enrollment, and in FTES/FTEF is performing to a measure of 10 above the college 'break even' number.

Our question is less 'why' and more 'what' is the college doing to support/acknowledge Lib Arts & Culture's stellar performance?

- 2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)**

This dept. remains one of the most productive on campus, with student/faculty ratios consistently higher than the college. Lib Arts & Culture has maintained enrollment levels in the face of college decline, and is a key contributor for performance funding purpose.

The loser in this scenario are our students, who sit in classes with a disproportionately high faculty to student ratio, not conducive to a quality educational experience.

- 3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)**

On gender there has been a marginal swing to women, but the percentage difference is small, less than 2%. Our courses offered reflect diversity and appeal to distinct student populations –

for example: Anth 200 (Gender Studies); Hist 121 (Women's History); Hist 120 (Asian); Hist 150 (Latin Am). There is no dominant (over 50%) ethnicity in enrollment profile.

London Study Abroad program (History) - every summer since 2005 - likewise shows no dominant ethnicity with rising percentages of Asian and Hispanic students to present a multi-ethnic profile. Ensuring a lower housing rate in London, together with new scholarships, has opened the opportunity to students from lower income backgrounds.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

- Anthropology – success rate risen from 61.7% to 67.8% since 2016, under college rate (72%) by 4%. Retention level matches that of college.
- Geography – success and retention rates are marginally above (by 2%) the college rate.
- History – success and retention rates very similar to college, consistent from 2016.
- Philosophy – success rate consistent with 2016, under college rate by 4%. Retention level matches that of college

SUMMARY – No noteworthy changes or trends; the success and retention rates, at the least, are consistent with the campus wide rates.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

On demographic distribution Anthropology and Philosophy enroll about a third each Asian, Hispanic, and White. History has proportionately a few more Asian, while Geography has proportionately a few less. Success rates by ethnicity for all four disciplines gravitate toward the college norm. The economically disadvantaged data, both in terms of numbers and success rates, is not significantly different to 2016.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

ADT's in all four disciplines – Anthropology, Geography, History, and Philosophy. Geography and Philosophy increased certification numbers from 2016, Anthropology and History maintained prior levels.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Yes: but no data was provided as to which institutions students are transferring to?

Transfer is our primary business and the fact of a healthy enrollment indicates that our promotions and academic endeavors are successful. Faculty will continue to be active on promo for clubs (History Club is #1 on campus), activities, college days, and opportunities in their respective disciplines.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

N/A

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

Not known. This data is in the hands of the coordinators appointed and remunerated by senior management. College interpretation and implementation of the relationship between instructor academic grade criteria, and whether a knowledge, skill, or behavior (SLO's) has been reached, remains a problem area. We need clarity of goals and simplicity in reporting to meet ASCCC criteria on SLOs. See Program Planning/Brain Storming for constructive proposal.

For the record - objections raised in the last Program Review by this dept. (2016) re SLO's were ignored by those reviewing program review.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

Yes. The COR for Lib Arts & Culture courses is impressively up to date. Our CCI rep has ensured compliance and completion on this important educational responsibility.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

- The response to hire requests from 2015/2016 is finally now being met, but it has taken nearly four years! Two new tenure track positions in History and Philosophy are secured, positions to commence Fall 2019. The new History hire is long overdue – this position request was originally reviewed and approved by the Academic Senate September 22, 2015.
- History is now listed in Area C (Arts & Humanities) of CSU transfer plans, as well as Area D (Social Sciences), comparable with neighboring community colleges.
- More flexible schedule developed, with more sections available, to improve ‘time to degree’ completion initiative.
- Reasonable instructional aide support for LCF faculty has been maintained.
- OUTSIDE dept. control – college interpretation and implementation of the relationship between instructor academic grade criteria and how knowledge, skill, or behavior (SLO’s) is reported remains a problem area. We need clarity of goals and simplicity in reporting to meet ASCCC criteria on SLOs. See below

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Retirees need to be replaced speedily to avoid the scenario of ten years ago when District policies on hiring weakened this department. History needs to be at three full-time faculty to sustain momentum. Its enrollment, retention, and transfer rates demand it.
- Establishment of separate Anthropology and Geography lab rooms to better accommodate rising demand for lab classes, improve the visibility of these courses, and anchor foundations for future growth.
- SLO’s. The college should implement a digital entry process per CRN not per instructor, with an SLO roster posted on Banner just as is done for final grade rosters. Each SLO for that course is listed for every student with a drop down of ‘meets criteria’, ‘does not meet criteria’ etc. Final grades will not be completed

until the SLO roster is completed. This will 1. eliminate monitoring of instructors; 2. be significantly less time consuming for instructors; 3 deliver the data for the performance funding model this State has chosen to adopt. Lastly, and importantly, eliminate the failed SLO coordinator position.

- The Administration building should be renamed Social Sciences. There is no rational sense or meaning to an instructional classroom designation of 'Admin 222', more especially to newcomers to the college who are confused by it. This will give Social Services more visibility on campus, a distinction its performance data (compared to campus-wide) has earned.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><u>Goal 1:</u></p> <p>Secure optimum level of full-time faculty to sustain discipline vitality and maintain position as one of the college's most productive departments. History needs 3 f/t faculty to sustain momentum.</p>	<p>Full time to part time faculty ratios. They are currently at 5 to 21; numbers of full-time instructors per subject area: currently History (2), Philosophy (1), Anthropology (1), Geography (1).</p>	<p>New faculty requests.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Dean's support</p>
<p><u>Goal 2:</u></p> <p>Relations with Counseling. Improve understanding of our courses by counselors.</p>		<p>Cooperation of Counseling dept. needed</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Dean's support</p>
<p><u>Goal 3:</u></p> <p>Accessible discretionary fund for course related outside speakers, field trips, off campus activities connected to disciplines.</p>	<p>Show us your \$; reward this dept.'s enrollment productivity.</p>	<p>Consultation with dean, funds should be available at division level, not lost in campus/district bureaucracy</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Dean's support</p>