Basic Program Information

Department Name:

General Studies – Social Sciences

Division Name:

Business and Social Sciences

Program Mission(s):

This program provides students with a basic foundation for subsequent specialization in many liberal arts fields of study. The value of the degree is now recognized by business and industry as it requires a variety of skills demanded in business, education, health, law, and government,

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dolores Davison	History	Full Time Faculty

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

Please list all existing Classified positions: None
Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
General Studies – Social Science		AA	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
General Studies Social Science AA	52	53	**72**	**+40%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	NA	NA	NA	NA
Productivity (College Goal 2013-14: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

* The General Studies—Social Sciences degree is comprised of courses from 7 different departments (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology; as such, individual course departmental data is available in each of those departments' annual or comprehensive reviews.)

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
X	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

> The enrollment in the division as a whole has largely remained steady, and students graduating with a General Studies-Social Science degree has increased significantly. There is reason to expect that those numbers continue to remain steady going forward, given the transfer of many of our students to the UC and CSU systems.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> One of the most interesting aspects of this degree is that more of the students are from non-white groups (particularly Latino/a and Asian) than the white population. Females far surpass males in the program, with the 2012-13 ratio 51 females to 20 males 72% versus 28%), which is significantly different from the campus ration (54% female to 46% male).

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

> Not applicable to the degree.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on

how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> No courses in the program.

b. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> 72 degrees awarded in 2012-13 makes the General Studies – Social Science degree the single largest degree awarding program in the Business and Social Sciences division. The number of degrees awarded remained constant between 2010-11 and 2011-12, and then increased in 2012-13.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> Not applicable

d. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> Given the number of degrees awarded, it is safe to assume that most of the students in this program are transferring; however, transfer data does not exist at the program level.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

All of the courses in this program require critical analysis and thinking skills, as well as communication skills and writing, all of which support basic skills students.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

The program provides a transfer path for students who have not fully decided on a major but know that they are interested in the social sciences and want to be able to explore their options prior to transfer.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

Critical analysis, communication, and writing skills are required by all programs in the workforce mission.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Not applicable.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The interdisciplinary nature of the program continues to attract a wide range of students interested in transfer, and to serve a broad demographic both in terms of gender and ethnicity.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?

No changes have been made, but there are ongoing discussions about including other areas (including Women's Studies and American Studies) into the degree program.

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Dialogue is being encouraged among the various faculty about the learning outcomes for the degree program; faculty communicate in the curriculum committee and division meetings, as well as informally, about the courses and requirements within the degree.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. No previous program review			

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase number of graduates in program	Long term	More graduates, as well as more students prepared for transfer, helps increase our student completion and readiness numbers.	Increased number of graduates in upcoming years.

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: **http://foothill.edu/president/operations.php** for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

None			

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this	Previously funded in last 3 years? (y/n)

		resource request supports this goal.	
None			

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior <u>program review</u> cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. No previous recommendations	

a. After reviewing the data, what would you like to highlight about your program?

The General Studies – Social Science degree allows students to experiment within the social sciences without committing to a specific degree program, and provides them with the skills necessary to graduate and transfer to a four year university. This program continues to produce the highest number of associates' degrees in the BSS division and is supported by faculty in seven different programs, providing a diversity of classes, programs, and faculty to students in the division.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

b. Areas of concern, if any:

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c. Recommendations for improvement:

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d. Recommended next steps:

___ Proceed as planned on program review schedule

___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.