

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: General Studies - Social Science

Division Name: Business and Social Sciences

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

Name	Department	Position
Jose Nava	Business / Accounting	FT Faculty

Number of Full Time Faculty:

0

Number of Part Time Faculty:

0

Please list all existing Classified positions: *Example: Administrative Assistant I*

None

List all programs covered by this review and indicate the program type:

General Studies - Social Sciences	<input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) 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 Program	2013-2014	2014-2015	2015-2016
General Studies Social Science AA	108	101	216

1B. Non-Transcriptable Program Data: 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	2013-2014	2014-2015	2015-2016
None			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

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1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	N/A	N/A	N/A
Productivity	N/A	N/A	N/A
Course Success	N/A	N/A	N/A
Full-Time Load (FTEF)	N/A	N/A	N/A
Part-Time Load (FTEF)	N/A	N/A	N/A

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level

Female: ☒ Above Level ☐ At Level ☐ Below Level

<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

>25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The Social Science AA Degree is not managed within a department and has no faculty leading the program. As such, currently there is no systematic plan to address the "below level" performance (compared to the college) across the targeted groups. However, in general, using an Analysis performed in January of 2016, based on data for 2015-2016, recipients of the Social Science AA degree are proportionately higher among whites (29 and 36% for college and SS degree, respectively) and in the targeted groups compared to the college: Latino (23 and 27%) and African American (4 and 8%).

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Not Applicable. There are no specific courses in this program, rather courses taken for this degree are interdisciplinary and maintained by the related departments. However, based on the Review Analysis, mentioned above, students do take coursework from several disciplines within the BSS Division.

The enrollment trend in general for the college has been downward, although it varies from discipline to discipline.

The Top 10 core courses are:

1. Political Science 1
2. Psychology 1
3. Anthropology 1
4. Geography 1
5. Sociology 1
6. Anthropology 2A
7. Economics 1A
8. History 17C
9. History 17A
10. Economics 1B

The Top 10 NON-core courses were:

1. English 1B
2. Mathematics 10
3. English 1A
4. Music 8
5. Mathematics 105

- 6. Communications Studies 1A
- 7. Counseling 50
- 8. Health 21
- 9. English 110
- 10. Communications 2

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease

Program Productivity (Compared to College): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

N/A

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

N/A

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Over the last several years, the college has made substantial investment in systematically offering a management structure and programs to address basic skills, including the funding of a tutorial center which addresses many of the courses offered in the related disciplines in the division.

If your program's course completion (success) rates are below the institutional standard (see above),

please discuss your program objectives aimed at addressing this.

N/A

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

There is no specific coursework nor are there faculty leads managing this program.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

N/A

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

None

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

This program provides a transfer path for students who have not decided on a major, may be interested in the social sciences, and want to explore their options prior to transferring.

**If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.**

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data),
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discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1. Increase number of graduates	Year:	<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Investigate source (s) of downward trend in enrollment for related coursework in other disciplines.	Spring 2018	

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation

from all constituencies in shared governance.

☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
NONE			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassigned time.

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3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

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SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

6B. Areas of concern, if any:

6C. Recommendations for improvement:

6D. Recommended Next Steps:

- ☐ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

I commend the faculty for examining the available data and being curious about how best to meet student needs. This is in fact an innovative program that might work as a model for us in how to work across divisions – what resources (time, people, financial) are needed to support the effort?

6F. Areas of concern, if any:

I know program outcomes are difficult to assess in this case, but it is not impossible. As Dean Silverman notes it is possible that this program serves as a pathway to other programs and this should be examined in the future.

6G. Recommendations for improvement:

I support the Dean's recommendations from the General Science Degree (Nanette Solvanson):

A working group comprised of discipline faculty, counselors and allied health program directors should be convened to establish (1) how student are being "guided" to this degree (2) is the degree in its current form really the best option for students who are encouraged to choose it (3) would there be an option to develop a transfer degree in place of this local degree (4) for the specific student applying to BSS programs, would a different degree with transfer options be a better choice.

In addition, I might suggest a rotating chair who takes the lead in organizing the discussion. I encourage the group to request SEW support (early alert, mentoring?) and perhaps equity funds to support additional research and to set up reports of students who have selected this major that can be accessed each quarter. Perhaps the Stem Center or TLC might play a role? Counseling should also be brought in to future discussions.

6H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

General Studies Social Science AA

Program (Interdisciplinary) - General Studies Social Science AA

Mission Statement: The program provides a basic foundation for subsequent specialization in many liberal arts fields of study.

Primary Core Mission: Transfer

Secondary Core Mission: Workforce

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
Integration - Integrate the various fields of social science in order to develop a set of methods for discriminating the mass of information available and assessing or developing conclusions based on sound evidence. SLO Status: Active	Exam - Standardized - Standardized test including questions to test application of various general skills in a variety of fields in the social sciences to measure student skills in discrimination and assessment. Target: Majority of students will successfully articulate their understanding of the interrelation and applicability of various fields in the social sciences.		
Cultural Competency - Apply understanding from various fields within the social sciences to develop a greater appreciation of human diversity and a deeper perspective of their own identity as an individual and member of a community. SLO Status: Active	Survey - Students with the declared major in General Studies Social Sciences will be surveyed to exhibit their overall understanding of and perspectives on diversity and cultural competence.	Year This Assessment Occurred: 2011-2012 Result: Target Met Survey showed 100% achievement of this goal. (09/07/2012) Resource Request: Coordination between Counseling and the BSS division to better identify which students are choosing or may choose this major. GE/IL-SLO Reflection: The survey needed to be targeted at more students who had declared this major or who were likely to declare this major. The survey was distributed in an ad hoc manner and was completed by a minimum number of students.	Action Plan: Survey needs to be more effectively distributed to students majoring in this program. (09/07/2012)