

Program Review



ADP/Program Review - Interdisciplinary Studies: Social and Behavioral Sciences

2020 - 2021

1. Department Goals - Current Progress: This is the first Program Review (PR) completed on behalf of the Interdisciplinary Studies (INDIS) Social and Behavioral Sciences academic program. The INDIS programs function independently of a designated department. Designed by FLC faculty, the program is intended for students seeking broad knowledge of the social and behavioral sciences plus additional coursework in an "Area of Emphasis". To date, this program has produced the highest number of graduates at FLC.

2. Department Goals - Future: It would be in the best interest for FLC to continue to offer this degree option for students. Faculty should also remain diligent on keeping their courses consistently revised, relevant, and an effective path for transfer to a 4-year university.

3. Special or Long Term Projects: At this time, there are no special or long-term projects planned for this degree program.

4. Department/Discipline Plans - Curriculum and Course Sequencing: The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program (18 units) in addition to the general education requirements, plus sufficient electives to meet a 60-unit total. Majors must select courses from at least 3 different disciplines that include ADMJ, ANTH, BUS, COMM, ECON, ECE, GEOG, HIST, JOUR, NUTRI, POLS, PSYC, SOC, and SWHS. It is highly recommended that students consult a counselor to best determine the classes within each area that will best prepare them for their intended transfer major.

Most of the courses are offered every AY. Two courses (POLS 302, PHIL 328) were not offered F18 nor S19. One course, JOUR 310, appears to have been never offered.

5. Program Development & Revision: At this time, the current format of the INDIS Soc and Behav Sci degree is well developed and serves a vast population of students. As a program with a large course repository, it is critical that each course is reviewed and tracked by instructional faculty for revisions in order to maintain academic transfer pathway accuracy.

6. Percent of SLOs assessed: Approx. 77% (44 documented out of 57 course options) of the SLOs have been assessed between 2014-2019.

7. Course SLOs - Synopsis: The majority (~77%) of courses included in this degree program have 1+ or more of their SLOs assessed in between 2014 and 2019. Based on the reports received from the SLO committee chair, the courses with zero of the SLO assessed within this timeframe include: ADMJ (ADMJ 300, 302, 320), BUS/ECON 32), ECE (ECE 330), GEOG (GEOG 322), HIST (HIST 312, 319), JOUR 310, POLS (POLS 302, 320), PSYC (PSYC 340, 356, 368, 372), SOC (SOC 301, 341), and SWHS 331. It is worth noting that there is a discrepancy between this report and other available data. For example, direct communication with the ADMJ Dept resulted in their verbal confirmation of this process being completed. The JOUR course has no efficiency measure data available which suggests that it has not been offered between 2014-2019. Hence, no SLO available to assess and review. Lastly, SWHS 331 is currently in the late stages of the curriculum process to cross-list with PSYC 368. Fortunately, the latter course has completed 1+ or more of their SLO assessed in the last AY. It follows that the program will also need to update their course list to represent this curricular change.

Other courses that are lacking data for SLO, but have efficiency data available (2015-2019). If accurate, then it is showing that the course has been offered and completing these assessments should be possible by the designated departments:

ECON 320/BUS 320
ECE 330
GEOG 322
HIST 314
HIST 319
POLS 302
POLS 320

PSYC 340
PSYC 356
PSYC 372
SOC 301
SOC 341

Overall, a significant amount of SLOs have been assessed. There are some departments with multiple course offerings in this program but have one or more with incomplete assessments. In addition, there were some discrepancies between the courselist in the SLO Chair report versus what is listed in Socrates.

8. Course SLOs - Strategies for Improvement/Maintenance: A suggestion would be for the newly formed Program Mapping Committee subcommittee, Curriculum Committee and the SLO Committee to develop an efficient communication strategy on program requirement accuracy that will assist the instructional faculty in future ADP/Program Reviews.

9. Program SLOs - Synopsis: The following is the purpose statement from the OIR pSLO 2016-2018 Fall Report: To evaluate the program student learning outcomes (pSLOs), students were asked: "With respect to all of the classes you have taken at FLC toward an AA in Interdisciplinary Studies: Social and Behavioral Sciences how well have the classes prepared you to...(each pSLO was listed)." Responses ranged from 5 "excellent preparation" to 1 "inadequate preparation". Below is a summary of the student responses by the semester the student petitioned to graduate.

INDIS Soc and Behav Sci pSLO: "Evaluate how societies and social subgroups operate."

Total number of responses (SPR 16-SPR 18): 84

Mean response: 4.26

Min: 2

Max: 5

Std. Dev: 0.71

Using data from the OIR Degrees & Certificates Awarded report the total average response rate for this timeframe was approx 9% (# of responses/total graduates = % response; 2016-17 = 58 responses /235 graduates = 8%; 2017-18 = 28 responses/263 graduates = 10%) . A higher response rate would provide more meaningful data on how we could improve as an institution.

In addition to a numerical rating the Graduate Exit Survey provides graduated students the opportunity to leave personal comments regarding their experience at FLC. The questions asked were:

"Please provide any additional comments about your experiences taking classes toward an AA degree in Interdisciplinary Studies: Social and Behavioral Sciences that might help FLC improve the program",

"Is there anything else you would like share about your experience as an FLC student?",

"Were there any services or supports offered by the college that were a significant support to the achievement of your academic goals?", and

"Did you experience any significant barriers to achieving your academic goals?".

The following were some of the positive statements:

"Altogether I had a very positive overall experience at FLC as a student athlete. All of my professors were very helpful and organized"

"Most professors seem to have a humanistic and liberal world view, which affects the way they present, interpret, and teach material. It would be helpful to have professors with varying and diverse worldviews."

"I found my professors to be very passionate and had great expertise on their subjects. The campus has always been beautiful and very well taken care of."

"XX, XX, XX, XX Professor XX are all INCREDIBLE teachers that have a true passion not only for the subject that they teach but the student's success!"

"My time at FLC was an extremely rewarding, enriching experience. Going back to college literally saved my life - it gave my life back to me. Thank you"

"First, I would like to thank ,xx for his patience,gentle style of teaching math Secondly, I believe it is very important to keep our community colleges open to the community. Attending college for me has not just a academic achievement. College has been an opportunity for me to interact in a social atmosphere of cultures, races, religions but most of all ages. My friendships built through the social environment of college encompassing the younger generation has been the best experience of all."

There were also some areas that FLC could improve:

"Mental health issues, racism, professors lack of understanding cultural differences etc."

"Impacted classes hard to get into and bad registration dates."

"The only recommendation I have towards FLC is for their student academic counseling department. My degree was supposed to be in Liberal Studies and every semester I went to meet with a counselor to discuss classes to take there was always new criteria I had to meet."

"Job placement and help after achieving the degree would have been most useful. As for the courses I found them to be of very high quality, professors were passionate and knowledgeable in both the academic and in real world applications of their fields of study."

"Make the class requirements more available to students"

"Although I was generally happy about taking the classes at FLC, I was disappointed that it didn't offer more classes directed towards my real major (Film). "

"I feel this display of academic excellence should be better celebrated by way of Dean's list, letter of commendation and/or transcript notation...sadly the Dean's list which was supposed to be implemented in Fall 2015 was pushed out and I won't qualify for it. "

"Dean should instruct professors to set higher standards in classroom. Disruptive students made learning challenging even after speaking to multiple professors and expressing disability only a few took it into consideration. Professors need to be respectful of students with disabilities and take in consideration their opinions."

10. Program SLOs - Strategies for Improvement/Maintenance: The Graduate Exit Survey is a very powerful tool provided by our SLO committee. A formal INDIS department chair/program coordinator may help facilitate a higher response from graduates and to monitor the pSLO feedback more regularly.

11. Improving Course and Program Success Rates - Data Analysis: As of Fall 2020, there are a total of 56 course options for students to choose from in this program. A total of 51 courses had F2015-SPR19 efficiency measures data available for review from the OIR. Note: ANTH 323, 341; HIST 368; JOUR 310; PSYC 312 had no efficiency data available.

Among all of the courses with available data the following are the top 5 courses with the highest success/retention rate followed by their total enrollement (TE) as available for F2015-SPR19:

BUS 340 (92.6%/95.8%), TE=733

PSYC 335 (90.3%/93.5%), TE=186

HIST 308 (88%/96.4%), TE=276

ECE 430 (86.8%/89.8%), TE=205

SOC 379 (86.7%/90%), TE=30

It is worth noting that reduced enrollment size may contribute to the higher outcomes. To that end, the following are the top 5 courses student highest enrollment including their student success/retention rates as available for F2015-SPR19:

PSYC 300 (75.80%/90.70%), TE=3292

POLS 301 (66.20%/83.20%), TE=2242

ANTH 310 (76.80%/87.60%), TE=1672

PSYC 356 (75.10%/87.50%), TE=1466

ECON 302 (83.60%/91.70%), TE=1399

Total number of graduated students from 2016-2019: 741 graduates; One of the most popular degree programs at FLC.

12. Improving Course and Program Success Rates - Strategies and Resources Needed: INDIS Soc and Behav Sciences is a part of 10 orphaned programs that are maintained by various instructional and counseling faculty. To ensure that pSLOs are being met and PRs are completed in a timely manner it would be helpful to designate one faculty member (or more) to oversee and navigate any curricular changes or future reviews. INDIS Soc and Behav Sciences is a very popular academic program for students seeking a breadth of knowledge. Therefore, it would be wise for the institution to continue investing in these types of programs to limit the amount of "undecided" majors.

Another aspect of this degree program are the demographic data of those who complete this degree.

Student self-identified demographics (2015-2019):

White: 63.6%

Hispanic Latino: 19.4%

Multi-Race: 5.7%

Asian: 4.7%

Unknown: 1.9%

African American: 1.6%

Filipino: 1.2%

Pacific Islander: 0.5%

Native American: 0.7%

Other Non-White: 0.7%

Female: 67.2%

Male: 31.0%

Unknown Gender: 1.8%

The racial demographics are similar to college-wide demographics for degree earners. Females earn the degree over twice as often. Roughly 60-70% of students who earn this degree earn at least one other award in the same year.

The awards earned at the same time are most frequently:

1. Interdisciplinary Studies in Math & Science
2. Interdisciplinary Studies in Arts & Humanities
3. A certificate in GE Transfer for CSU
4. Psychology for Transfer
5. Business Administration for Transfer

In summary, this degree program serves a wide-range of students from diverse backgrounds. We should continue to seek more inclusive support systems that include both student services and also encourage curricular updates to better to represent and serve our minority student population.

**All data retrieved from OIR

13. Suggestions for Improving the ADP/PR process: It would be helpful to have some formatting options such as bolding, underlining, italics. I realize that this might not in our power to change. Just a nice touch.

14. Is your ADP complete and ready for review by the Dean and Vice President?: N/A - Completing Program Review

Program Review Questions (skip if not completing program review)

15. Mission Statement: This program is not owned by any academic department at FLC and does not have a mission statement.

16. Pre-Requisite and Co-Requisite Validation: Many of the courses offered in this program require no prerequisite other than if the course is a part of an enrollment family. A few require basic skills English or Math such as: ECON (ECON 302, 304), HIST (HIST 308, 310, 311, 314, 331, 344), POLS 301, and PSYC 330. These prerequisites may change due to AB 705 implementation.

INDIS draws on multiple departments to fulfill its degree requirements. This validation process is currently under review by the Curriculum Committee will need to be completed by the discipline faculty who have courses within the INDIS Arts and Humanities required program. This should be revisited at the next PR.

17. Maintaining Program Currency: This program will remain current as long as the faculty maintain the related curriculum. In addition, coordination among the Program Mapping committee, counseling faculty, and department chairs will continue to make this a popular academic program for transfer bound students.

18. Evidence of Program Relevancy: As of 2019-20 AY, 197 students have declared INDIS Behav and Soc Sci as their major of study. This program remains relevant as evidenced by its popularity among FLC students in the graduation data above. In addition, there are situations where enrolled students have met the academic requirements for transfer to a university, but the transfer requirements don't fit into any of our other degrees. This program also allows for flexibility to meet the transfer requirements for universities outside our region. In addition, our academic counselors report that many students who initially followed our GE pattern prior to choosing a major found that the INDIS degree fit their needs.

19. Is your PR ready for review by Dean/VP?: Yes