PALO VERDE COLLEGE

Program Review

General Studies (GES)

Presented by Dr. Bruce Wallace
2011-2012

EXECUTIVE SUMMARY

General Studies (GES)

1. **Program Strengths:**

   a. GES courses provide valuable introductions to college life for new students.

   b. GES courses are currently being taught in correspondence and face-to-face modes only; however, beginning Session 2012, one or more sections will be offered online, increasing access to this course for many students.

   c. Even though GES 115 is no longer an institutional requirement for graduation, the course has value for EOPS and DSPS students, and others, to help them stay in college and succeed in other courses.

2. **Program Weaknesses:**

   Reduction in the number of adjuncts available to teach GES sections

3. **Recommendations for Program Improvement:**

   a. College plans to utilize more counseling faculty to teach GES sections.

   b. Continue efforts to schedule GES courses at times that are compatible with basic skills courses, and evaluate results.

   c. Continue efforts to expand offerings of GES courses via online and ITV, as well as correspondence and face-to-face.

4. **Committee Determination:**

   Report is accepted and may proceed to the next step in the process.

Executive Summary approved by the Program Review Committee, May 1, 2012

General Studies
Program Review 2012
Division of History, Social and Behavioral Sciences

Program Evaluation Summary To be completed by the Program Review Committee members	The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items: 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
1. Support of the College Mission	A. State the purpose of program. *The **General Studies** courses help students develop leadership skills and strategies to be successful as they enter the college environment. One course may fulfill general studies requirements/electives and serve to introduce students to areas of study for the Associate of Arts degree.* B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. *The GES courses strive to provide an exemplary learning environment that promote student success through certificate and/or degree completion, promote lifelong learning, and encourage community involvement and development.* C. Describe the unique institutional goal the program achieves. *The program serves to provide transferable course electives as well as techniques to complete Associate level degree requirements.*
2 Accomplishments in Achieving Goals Outlined in the Previous Program Review	A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. *There were no goals in the last program review 2006.* *The goal now is to look at these courses as a program and document achievements.* B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications. *Data is now being collected on student success.*
3. Populations Served	A. Describe the populations served by the program, including special populations. *In addition to the traditional face-to-face student, other populations served include inmate students, local correspondence, Title V, DSPS, and EOPS students.* B. Describe other populations that should be served by the program, and describe plans to serve them in the future.

	The division would like to increase the availability of online courses, in order to better serve students with issues related to transportation and/or distance.
4. Curriculum History	List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program. *GES 080: Supplemental Instruction for General Studies Courses *GES 095: Basic Skills Development *GES 096: Civic Literacy: United States History I *GES 097: Civic Literacy: Local, State, and Federal Government GES 100: Student Leadership GES 101: Introduction to College Life GES 115: The Master Student ***These courses were not successfully offered at least once during the preceding six (6) semesters.**
5. Course Scheduling and Availability	Describe how effectively the scheduling process of classes in the program: A. Optimizes class availability for day students, evening students and distance education students. A cohort of essential classes is offered by the college with scheduling such that students may successfully complete programs. The GES 115 course is included in this cohort group of specially scheduled courses. B. Optimizes student learning. The GES 115 course is offered to students face-to-face or correspondence based on the recommendation of counselors when appropriate.
6. Student Learning Outcomes	A. Describe the process by which the program identifies measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed. *At the course level, student learning outcomes, instructional strategies, and assessment measures are identified on each course outline of record and on every course syllabus. At program and degree levels, the following SLOs have been agreed upon:* *1) Describe and evaluate critically the role and significance of General Studies in the community and the world* The master student qualities are the guiding force behind Becoming a Master Student. These are not just behaviors that every student should strive for, but that every person should strive for. *2) Exhibit multiple skills including critical thinking, written and oral communication, and problem solving* Exercises throughout the course have been developed to step students through Bloom's six levels of critical thought. Beginning with levels of remembering, understanding, and applying, and then moving on to higher levels of analyzing, evaluating, and creating. *3) Demonstrate research competency* Students study how to gather information on books, articles, computer-based sources and interviews. Research papers are studied from other classes and evaluated. B. Describe the process by which program improvements are made, and provide

	evidence that this process is being followed. *Students are assessed at the beginning and ending of the course to discover and acknowledge their own strengths, as well as areas for improvement in the areas of Attitude, Time, Memory, Reading, Notes, Tests, Thinking, Communicating, Diversity, Money, Health, and Purpose. Students learn to tell the truth about how they study and the type of student they want to become.*
7. Program and Course Coverage	A. Describe how effectively courses in the program are covered by: 1) Full-time faculty; 2) Part-time (adjunct) faculty One full-time faculty is responsible for course outline updates, program review and teaching. Adjunct and other faculty teach overload. B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program. *There is no projected deficiency in faculty coverage.* C. Describe plans to improve program and course coverage, if applicable. **N/A**
8. Professional Development	**A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.** ***Due to budgetary constraints, professional development activities have been limited to flex day trainings and consultation with colleagues. The one full-time faculty has attended conferences and workshops at his own expense.*** **B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.** ***The division recognizes the need for professional development activities; however, the current financial situation dictates keeping current through online study when possible.***

9. Student Performance and Completion

A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)
B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years. Not applicable.

Student Success*--Question #9 on Program Review Template						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
GES 100						
A,B,C,P	3	1				
A,B,C,P…W	7	3				
% Success	42.9%	33.3%				
GES 101						
A,B,C,P	24	30	11	19	19	21
A,B,C,P…W	33	45	28	28	29	28
% Success	72.7%	66.7%	39.3%	67.9%	65.5%	75.0%

GES 115						
A,B,C,P	151	112	134	91	138	133
A,B,C,P…W	261	188	221	158	214	210
% Success	57.9%	59.6%	60.6%	57.6%	64.5%	63.3%

**Success is defined as earning a grade of A,B,C or P. Success rate is calculated as follows: A,B,C,P divided by A,B,C,D,F,I,NP,P,W.*

10. Enrollment and Financial Trends

A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.
B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.

General Studies	Salaries	Benefits	Supply	Operate Expenses	Capital	TOTAL
2008-2009	$ 137,632.5	$ 29,525.68	$ 162.28	$ 35.81	$ -	$ 167,356.2
2009-2010	$ 72,844.00	$ 20,984.94	$ 11.30		$ -	$ 93,840.24
2010-2011	79,237.40	15,009.97	46.93			94,294.30

Enrollment History--Question #10 on Program Review Template						
	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11
GES 100-1	7	3				
GES 101-1	13		9	16	29	28
GES 101-2	20	23	19	12		
GES 101-3		22				
GES 115-1	33	30	26	25	24	31
GES 115-2	33	24	23	15	22	28
GES 115-3	26	27	24	29	30	21
GES 115-4	25	25	21	25	29	26
GES 115-5	25	23	27	24	29	28
GES 115-6	28	21	26	20	25	27
GES 115-7	21	27	26	18	25	24
GES 115-8	24	11	24		30	25
GES 115-9	21		24			
GES 115-A	25					
GES 115-CX				1		
GES 115-IS				1		

11. Facilities

A. Are current facilities, such as classrooms, offices and equipment, adequate to support the

and Equipment	program? Explain. *Yes.* B. Is available dedicated space adequate to support the program? Explain. *Yes.* C. Is available equipment adequate to support the program? Explain. *Yes.* D. Describe plans for future changes in support facilities or equipment. *N/A*
12. Strengths and Weaknesses	A. List and comment on the major strengths of the program. *1. The courses offer specific techniques to achieve college success.* *2. The full-time faculty member's doctoral studies focused on student success.* *3. Faculty members are committed to academic integrity.* *4. Multiple modalities of instruction are used throughout the program in order to optimize student learning.* *Students are continuing to change their studying habits. They are also learning important critical thinking skills.* B. List and comment on the major <u>weaknesses</u> of the program. *1. The program has been reliant on adjunct faculty. This will change July 1, 2012 as the college becomes more budget conscious. Even though GES 115 was eliminated as an institutional requirement for graduation, the EOPS and DSP&S Programs use the course for helping their students stay in college and succeed in other courses. Counselors also use the course to fill the 12 credit minimum for students receiving PEL Grants.*
13. Plans to Remedy Weaknesses	Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected. *The college is reducing the use of adjunct faculty Spring 2012. Counselors will be teaching more of these classes in lieu of adjuncts.*
14. Plans to Advance the Program	Describe other plans that will advance the program. *Face-to-face classes are scheduled in conjunction with basic skills courses. Evaluations will be conducted on the effectiveness of scheduling GES courses in conjunction with basic skills courses.*