Academic Program Review

I.

INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.

	Provide detail on any improvements/effectiveness and detail status on those not fully met: In 2012 the Distance Education program underwent significant changes. One of the results of the changes was that all online classes were suspended until certain institutional measures were met. There were many Distance Educational personnel changes in the last two years. There have been four Distance Ed. Coordinators in the last couple of years. Also a pre-requisite of taking two online pedagogical classes was instated for each instructor who would like to teach online. Aaron Edwards, philosophy instructor, has taken and passed both classes and am in the process of having the new Distance Education coordinator approve the course he created. In the last couple of years online classes have been almost non-existent for students but hopefully this will change in the future. With so many working students at Imperial Valley College, the demand for online classes has been very high since he has been teaching at Imperial Valley College. Religious Studies 100 is currently only offered as a face-to-face course, but was taught online as well. The instructor would like to teach REL 100 online as soon as it can be re-approved by the Distance Ed Committee. MUS102 was offered online in the past and the instructor would like to offer it again on Blackboard. Art history courses were offered online and one art history faculty member would like to offer ART 100 online. She has taken one of the two necessary courses for online approval and has most of the materials ready. In summation, online courses in art history, philosophy, languages, and religious studies need to be created and considered for the approval process.	

2	**PAST PROGRAM GOAL #2**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Start a Philosophy club to keep students engaged in religious, ethical and political issues.	1 2X 3X 4
	Met X / Partially Met / Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	
3	**PAST PROGRAM GOAL #3**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Improve student success rate through: SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate.	1X 2X 3 4
	Met X / Partially Met / Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met: Success Rates for both Philosophy and Religious Studies is up 43% from Spring 2011 to Spring 2013. Philosophy Instructor Aaron Edwards is very happy with these results. This does not mean that the work is done but the program is on the right track.	

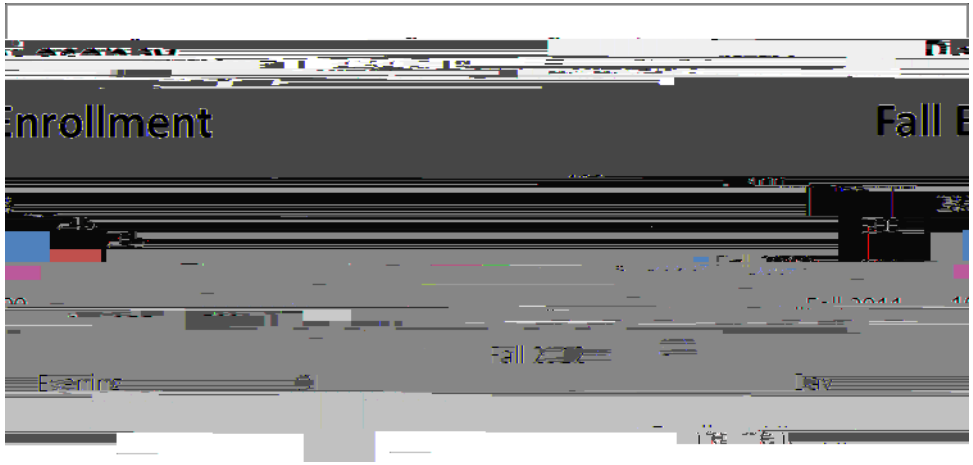
Comments:

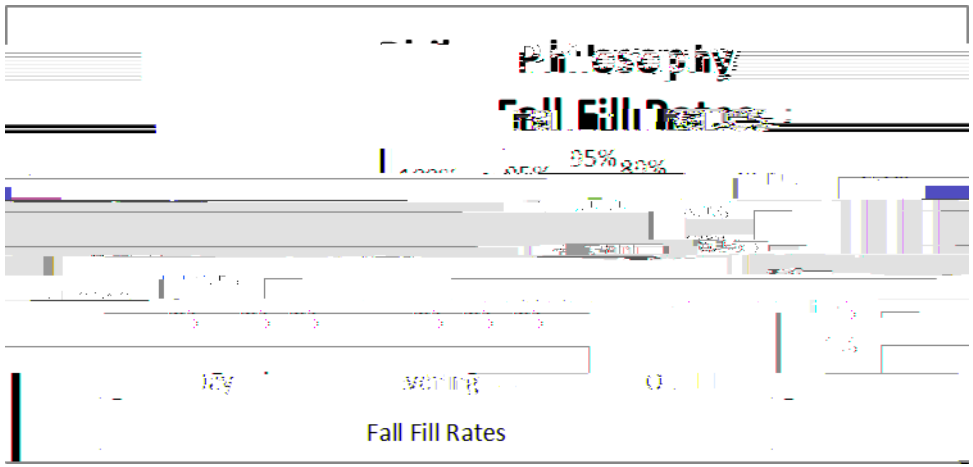
B. PRESENT ï DATA ANALYSIS AND PROGRAM HEALTH

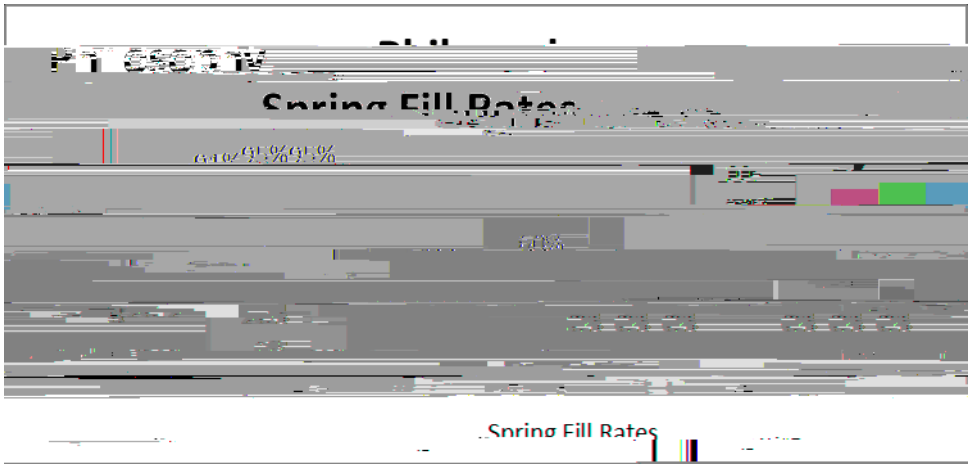
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). **Attach graphs or trend data**.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Philosophy: Enrollment figures have consistently dropped over the past three years in both fall and spring semesters The decrease in students may have been due to the economy and some other factors. Enrollments are slightly higher in spring semesters, going against the trend for most programs. There were also fewer sections offered in Fall 2012 and Spring 2013 but this was due to Ethics being doubled filled with a capacity of 80 students and losing Distance Education courses. The amount of sections being offered has slightly decreased but this is due to losing one of our adjunct instructors and being part of the IVUP program in Spring of 2013. Fill-rate has been consistent at 90-95%, close to the campus wide average.



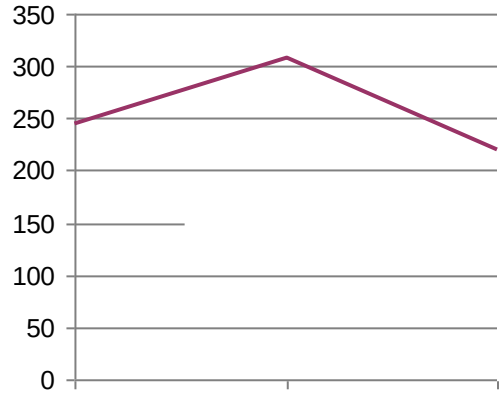

Fall Fill Rates



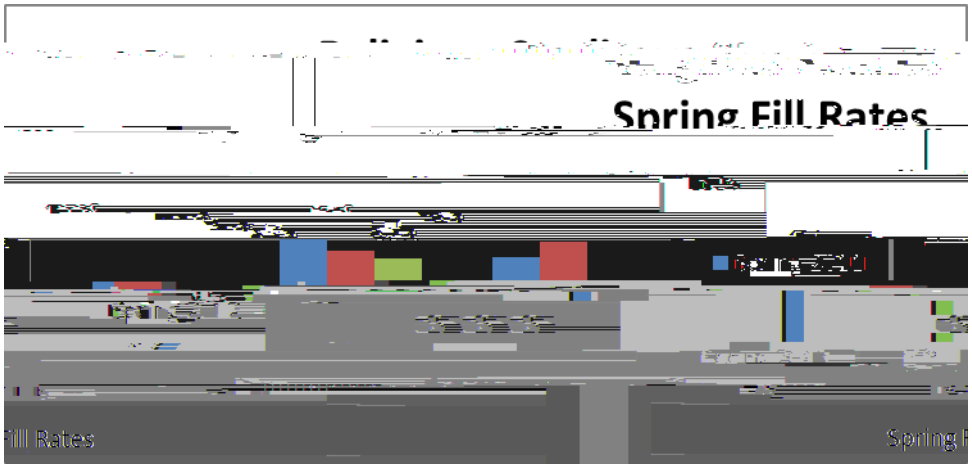
Term	Enroll	Fill	Sections
Fall 2010	288	85%	9
Fall 2011	246	95%	7
Fall 2012	205	89%	6

Spring 2011

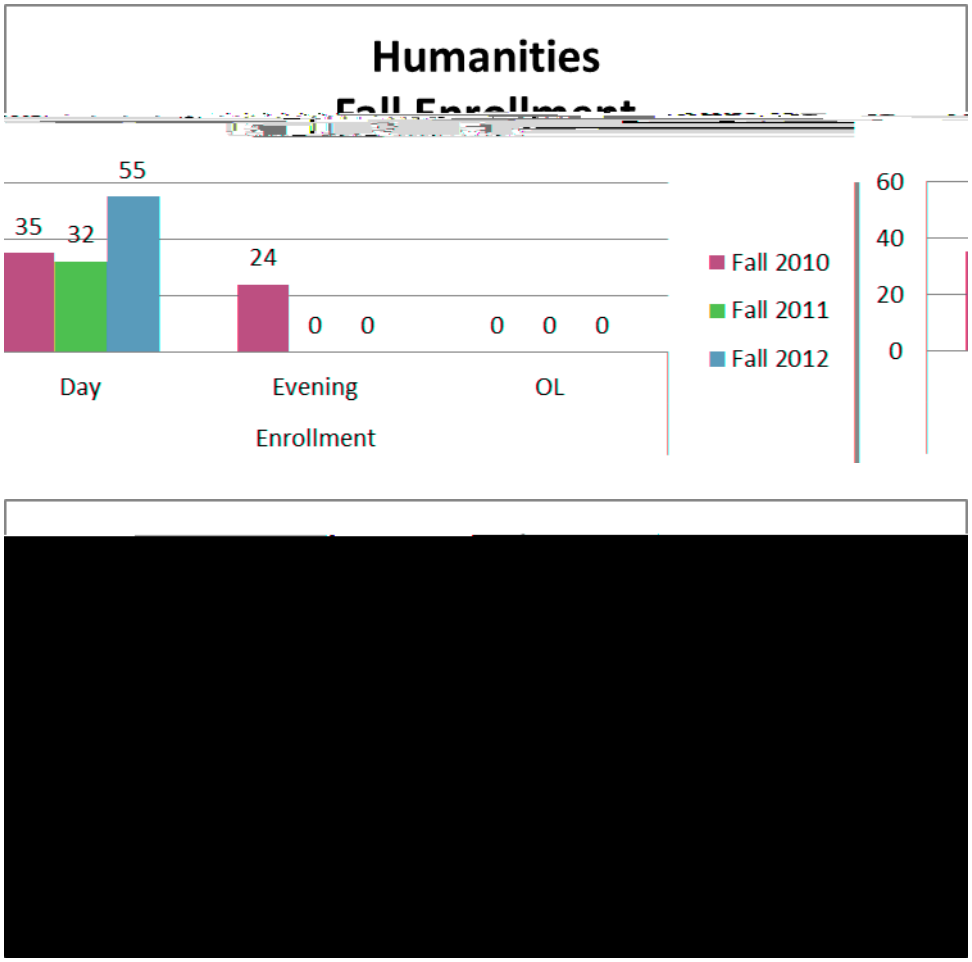
Enrollment at Census



Religious Studies: have dropped and then risen. One night section has been offered, and prior to the hiatus for online classes, IVC offered an online class. (This writer questions the data supplied below which indicates online classes). Every section was filled to at least 83% capacity



Term


Humanities
55
35
32
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Enrollment
Fall 2010
Fall 2011
Fall 2012
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40
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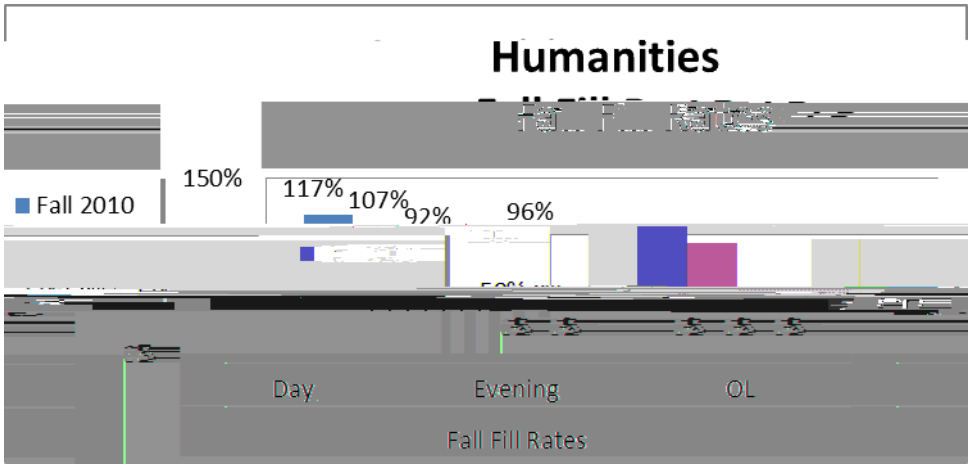
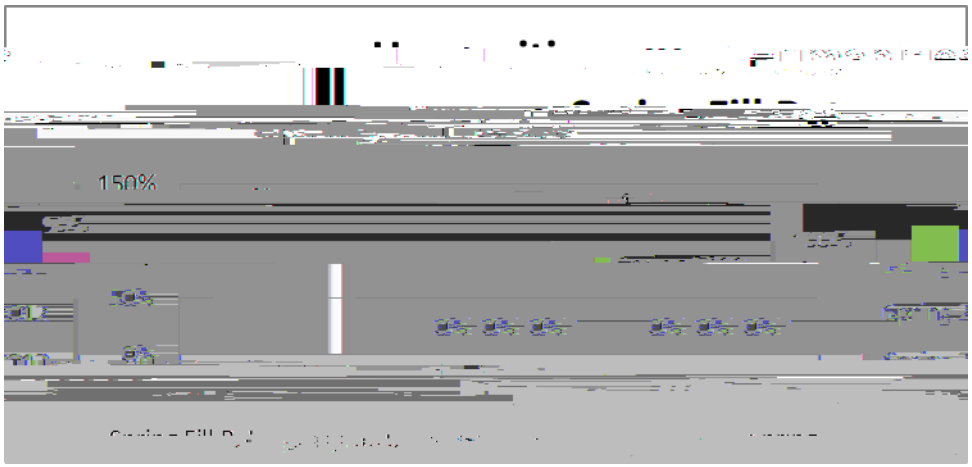
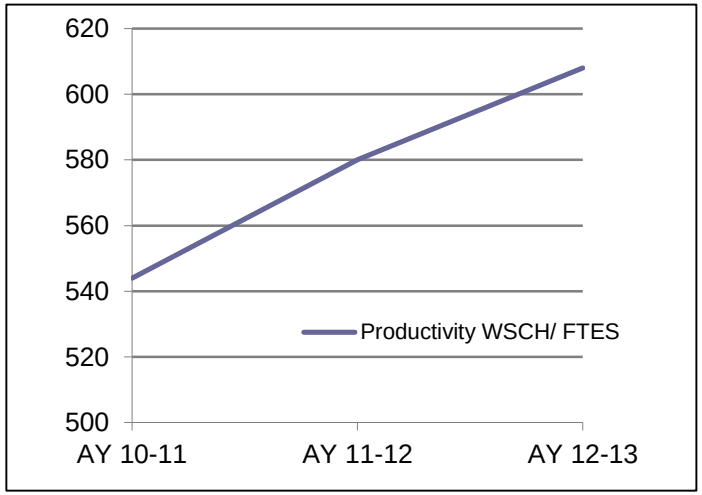




Term	Program	Day Sections	Day Fill	Day Enroll	Day Mass Cap	Ex Day Sections	Ex Day Fill	EX Day Enroll	EX Day Mass Cap	Online Sections	Online Fill

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Philosophy: Productivity has been at a steady climb. This is partially due to the number of sections being reduced from nine in 2010 to seven in 2012. The main factor to productivity being so high is that most Philosophy courses have a high cap and they stay close to that cap for most of the semester. The productivity should stay close to what it has been (in the high five hundreds) if online classes resume.



Term	WSCH/FTEF
Fall 2010	544
Fall 2011	597.43
Fall 2012	580.83
Spring 2011	581.78
Spring 2012	597.43
Spring 2013	608.6
% Change from Fall 2010 to Fall 2012	7%
% Change from Spring 2011 to Spring 2013	5%

Religious Studies:
Religious Studies has a cap of forty for each course. Productivity for Religious studies courses is higher than the average for a class that has a cap of forty. The productivity has fluctuated slightly hitting is highest point in Spring of 2012 and its lowest in Spring of 2013.

Philosophy: The success rate for Philosophy has been on a steady increase from 2008 to 2013. There has been a 41% increase in the success rate from Fall 2010 to Fall 2012 and an additional 55% increase from Spring 2011 to Spring 2013. This is a very positive sign for philosophy courses. Some new techniques that have been implemented seem to be working. In all of the courses there is Group work and Hollywood movies accompanied by homework and class discussion sessions that the students have responded well to. Retentio.69 5256 47e.73([8 1 197)] TvInDig5(y)10(tl3(b)-5v)10(ie)-itT-11( )8(-3(ll(b)d)-3(tov)7(-11( )reTm8(-3(ly ra)-2(ta co)-5.)9(m3(ss ra)-2

Term	Program	Day Enrollment	Day Success Rate	Day Retention Rate	Extended Day Enroll-ment	Extended Day Success Rate	Extended Day Retention Rate	Online Enrollment	Online Success Rate	Online Retention Rate
Fall 2010	PHIL	238	44%	81%	0	0%	0%	50	32%	72%
Fall 2011	PHIL	184	54%	85%	0	0%	0%	62	52%	74%
Fall 2012	PHIL	214	62%	83%	0	0%	0%	0	0%	0%
Spring 2011	PHIL	283								

Average		0.0	#DIV/0!	#DIV/0!	206.5	65%	83%	165.7

Spring 2011	0	0%	0%	3

testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

The Philosophy program is thriving from the stand point of student success and retention rates. It has decreased by one or two course offerings from Fall 2010 to Fall 2012. This is due to the student body decreasing at Imperial Valley College. The projection for the program is that it should be stable in light of what has taken place in the last two semesters.

The Humanities Program is stable.

C. FUTURE ï LIST OF ñSMARTò (SPECIFIC MEASURABLE ATTAINABLE REC RG[(R)]TJETB6BD3 11.04 T

Timeline: Fall 2014				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
One-Time Recurring X	Categorical Specify: Student Resources	General Fund	Facilities Marketing Technology X Professional Development Staffing	Estimate not available for Instructors

3

1. How will your enhanced budget request improve student success?

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Looking into new ways to improve test scores.	
PLO 3	**PROGRAM LEARNING OUTCOME #3**	**ISLO(S)**
	[redacted]	