

Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Social Sciences** Program: **INTERNATIONAL STUDIES** Date: **September 27, 2013** v. 3 2012

Courses in program, or course: ANTH 203, ECON 201A, ECON 201B, GEOG 202, POL 204, POL 206, SPAN 201, 202, 203, 204; FR 201, 202, 203; GER 201, 202, 203, 204

Faculty involved with the assessment and analysis: **Petra Clayton, Tanya Downing, Sally Girard, Susan Lloyd, Kathryn Logan, Lise Mifsud, Aaron Rodrigues**

Course-to-program outcome mapping document** is completed Yes **X** No

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>1. Concepts and Terminology Students will be able to define, compare and contrast the components of a system when examining the political, cultural, geographic, social or economic structures of nations or regions, using discipline-specific terminology and concepts.</p> <p>2. Interpreting Information Students will be able to apply discipline-specific concepts and tools when examining political, cultural, geographic, social or economic issues of nations or regions.</p> <p>3. Critical Thinking Students will be able to differentiate between alternative theories and approaches and apply analytical thinking skills when examining political, cultural, geographic, social or economic issues about nations or regions.</p> <p>4. Historical and Contemporary Issues Students will be able to analyze and evaluate current issues, problems or conflicts based on historical development in the political, cultural, geographic, social or economic conditions of nations and regions.</p> <p>5. International Language Proficiency and Cultural Competency Students will be able to read, write, understand and speak French, German or Spanish at level 2 proficiency and describe and discuss the relationship of selected products or practices to the values and attitudes found in those cultures.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Assessment Steps:</p> <ol style="list-style-type: none"> 1. Identify degree recipients and obtain their transcripts 2. Obtain course SLOs for all degree courses: ANTH 203, ECON 201A, ECON 201B, GEOG 202, POL 204, POL 206, FR 201, 202, 203, GER 201, 202, 203, 204, SPAN 201, 202, 203, 204 3. Map course SLOs to program SLOs 4. Evaluate achievement of course SLOs for degree recipients via interviews with instructors 5. Report course SLO assessment results using binary data: "Student has achieved the Course Student Learning Outcomes: Yes / No." 6. Use course SLO assessment results to assess program SLOs 7. Report program SLO assessment results using binary data: "Student has achieved the Program Student Learning Outcomes: Yes / No."

3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<p>Sample size: One student was awarded a degree in the academic year 2012/13: Jacob K. Taylor. He graduated in spring 2013. He joins the two previous degree recipients who were tracked in spring 2012. Prior degree recipients were not tracked.</p> <p>The most recent degree recipient took all of the degree courses at Cuesta College in the period from spring 2010 to fall 2012.</p> <p>In spring 2013 a student transcript was obtained to identify the term and instructor for each degree course. Course instructors/program lead instructors were interviewed in order to ascertain if the degree recipients had met the course SLOs at the time they took the course. Course assessment results were recorded for the most recent degree recipient. Achievement of the program SLOs was determined based on the course assessments results.</p>																																				
4	Assessment Results Summary (summarize Data)	<p><u>Jacob K. Taylor</u> A.A. International Studies awarded in Spring 2013</p> <table><tr><th>Degree Course</th><th>Term</th><th>Grade</th><th>Instructor</th></tr><tr><td>ECON 201A</td><td>Spring 2010</td><td>A</td><td>Tanya Downing</td></tr><tr><td>ECON 201B</td><td>Fall 2011</td><td>B</td><td>Tanya Downing</td></tr><tr><td>POL 204</td><td>Fall 2011</td><td>B+</td><td>Kathryn Logan</td></tr><tr><td>ANTH 203</td><td>Spring 2012</td><td>B</td><td>Lead Instructor Lise Mifsud</td></tr><tr><td>GEOG 202</td><td>Spring 2012</td><td>A</td><td>Rajni Chaudhari</td></tr><tr><td>POL 206</td><td>Spring 2012</td><td>C+</td><td>Aaron Rodrigues</td></tr><tr><td>FR 201</td><td>Spring 2012</td><td>B</td><td>Sally Girard</td></tr><tr><td>FR 202</td><td>Fall 2012</td><td>B</td><td>Susan Lloyd</td></tr></table> <p>Course instructors/program lead instructors verified that the degree recipient had met the course SLOs at the time he took the courses by means of direct assessment, specifying modalities, such as class participation, quiz, test, exam, final exam.</p> <p>Based on the course assessment results it was concluded that the degree recipient has achieved the Program SLOs. A program assessment chart summarizing the assessment results serves as evidence.</p>	Degree Course	Term	Grade	Instructor	ECON 201A	Spring 2010	A	Tanya Downing	ECON 201B	Fall 2011	B	Tanya Downing	POL 204	Fall 2011	B+	Kathryn Logan	ANTH 203	Spring 2012	B	Lead Instructor Lise Mifsud	GEOG 202	Spring 2012	A	Rajni Chaudhari	POL 206	Spring 2012	C+	Aaron Rodrigues	FR 201	Spring 2012	B	Sally Girard	FR 202	Fall 2012	B	Susan Lloyd
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5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p><u>Success and Challenges</u></p> <p>The International Studies degree program has been successful in that there have been degree completers every year since inception (2003) except in 2011/12. The last three degree recipients, who were tracked, have been successful in meeting the program SLOs.</p> <p>However, the procedure to assess the SLOs at the program level was a challenge. It was cumbersome to track data after the students had already graduated. In career technical fields students may have clear degree/certificate goals, but in academic subjects area many students do not have a firm major in mind or change their major several times during their career at a community college. Monitoring their degree progress in “real time” is virtually impossible. Therefore it has to be tracked retrospectively.</p>																																				

		<p>Challenges for the program coordinator included</p> <ul style="list-style-type: none"> identifying the instructor who taught a certain section of a course with multiple sections as far back as 2003 (Banner started in fall 2008) attempting to contact instructors who are no longer employed at Cuesta College <p>Challenges for the degree course instructor included</p> <ul style="list-style-type: none"> being able to remember a particular student after many semesters being able to produce artifacts (student work) after many semesters <p>An additional and ongoing challenge will be that the institution lacks the infrastructure to track degree aspirants from their first to their last semester at Cuesta College. Again, career technical programs may have a system to insure that degree aspirants succeed in obtaining a degree/certificate. Cuesta's Nursing Program, for example, has a program structure in place, which focuses on successful degree completion. The program offers structured orientation, mentoring, monitoring and early intervention when problems arise. This type of student support, however, is absent in academic subject areas, even if degree aspirants were identified early.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>A. <u>Program-Specific Considerations for Improvement</u></p> <p>Assessment at the program level could be improved in a number of ways, for example by collecting artifacts early, conducting exit interviews/surveys, requiring capstone or portfolio projects and tracking alumni after graduation. The degree could be redesigned and the definition of "program completers" could be changed. Lastly, institutional efforts could be better coordinated to produce more degree completers.</p> <p><u>Collection of Artifacts</u> If degree aspirants are identified early, student work could be collected and used for program assessment (Art History is currently contemplating this approach).</p> <p><u>Exit Interview / Survey</u> Degree recipients could be interviewed and/or surveyed to gauge how they evaluate their knowledge and skill level at the end of their studies and how they assess the program curriculum's strengths and weaknesses.</p> <p><u>Capstone Project</u> An exercise of synthesis, such as a capstone project, could be added to the degree requirements or embedded in one of the degree courses. Such an exercise would require students to draw upon a broad range of knowledge and skills acquired in all degree courses.</p> <p><u>Portfolio Project</u> Degree aspirants could be asked to assemble a portfolio of projects completed during the degree courses which would document their cumulative achievement in the program.</p> <p><u>Alumni Follow-up</u> Transfer information could be tracked, such as success of graduates at four-year institutions.</p> <p><u>Redesigning Degree Requirements</u></p> <p>In order to make the degree more appealing and produce more degree completers the course requirements could be changed. For example: Three core courses totaling 9 units and a choice of two courses out of the remaining</p>

	<p>three courses for a total of 15 (instead of 18) units plus the language requirement. Before restructuring the degree however, it would be wise to wait for the Transfer Model Curriculum, which would not have any local graduation requirements and therefore would be more marketable.</p> <p><u>Redefining the Term “Program Completer”</u></p> <p>The number of program completer could be increased if the term “program completer” included students who completed the degree courses, but chose to transfer without getting a degree.</p> <p><u>Systematic Approach to Degree Completion</u></p> <p>The potential for success of the International Studies program is considerable. Each semester a total of over 1,000 Cuesta students are enrolled in the degree courses taught by some 20 instructors, in about 45 individual sections.</p> <p>Past comprehensive and annual program reviews outlined a systematic approach to increase the number of degree recipients in International Studies. Such plans would include</p> <ul style="list-style-type: none"> • identifying degree aspirants early (tracking application information; surveying students in degree courses) • recruiting degree aspirants (promoting program in degree courses) • supporting declared degree aspirants in their efforts toward degree completion (counseling services / Student Education Plans) • monitoring degree progress (student advisement by instructors and counseling staff / Student Education Plans) <p><u>B. College-Wide Considerations for Improvement</u></p> <p>The <i>Assessment Framework for the 2011-2016 Cuesta College Educational Master Plan</i> states that “Cuesta College’s statewide ranking for overall Transfer Rate has moved from 10th in 2001/02 to 21st in 2009/10” (item B #3) and that “state and nationwide political emphasis is now on student success, course and degree completion” (item B #4).</p> <p>Cuesta College’s Strategic Plan lists “Access and Success” in Strategic Direction Four with goal #4A and #4C addressing student transfer or completion of a degree/certificate program.</p> <p>If Cuesta is to maintain its excellence, the institution needs a cohesive plan to demonstrate its commitment to its stated values and increase the number of students who</p> <ol style="list-style-type: none"> 1. Declare a degree or certificate as their academic goal 2. Progress successfully to acquisition of degrees and certificates 3. Declare transfer as their educational objective 4. Acquire transfer-ready status and transfer <p>To that end the college must facilitate access to accurate information about degrees/certificates and transfer requirements and support students’ progress toward that goal, including mandatory student education plans.</p> <p>SB 1143 and the subsequent recommendations by the Student Success Task Force place renewed focus on student retention and success. If the community college system’s finance policy should ever shift emphasis from the front end (early semester census figures) to the final outcome (retention at end of semester), policies and practices state-wide and locally must change. However, there is no reason why strategies to enhance degree</p>
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		<p>completion could not be developed and implemented immediately. However, funding for the necessary infrastructure may be a problem.</p> <p>In addition, current efforts to create CSU transfer degrees (SB 1440) may provide a fresh impetus for the college to develop and implement a comprehensive plan to market all of its degrees and provide guidance and support for all degree aspirants.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>In spring 2012 and fall 2013 the program coordinator met individually with the course instructors who could be identified as having taught the last three degree recipients. At each meeting the discussion focused on the current program assessment procedure, assessment results, and on possible ways to improve the assessment instruments, administration and analysis. Part of the conversation also revolved around how to better promote the degree program and to better support students in obtaining the degree. The challenges and suggestions outlined in items 5 and 6 above reflect the tenor of the discussions.</p> <p>Faculty agreed that the success of the program hinges on carrying out an orchestrated effort buoyed by a wholehearted commitment and regular interface. By pulling together it should be possible to increase the number of students who choose International Studies as their degree goal, who complete all the degree and transfer requirements and who are successful in continuing their studies for a Bachelor's degree at a four-year institution or enter the work force.</p>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>