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# The Starting Point of Program Assessment

## Presenters

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# Session Objectives

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- Challenges in program assessment of community colleges
- One assessment model used at UNM-Valencia
- Plans for improvement

# Challenges in CC's Program Assessment (PA)

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- Transient nature of the student body
- Constant change in majors
- Various purposes in PA
- Multiple models in PA

# Examples of Program Assessment Models

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## Examples:

- # of graduates or transfers
- Industry's Examination
- Alumni Surveys
- Employers Surveys
- Capstone Course
- Portfolio Evaluation
- Syllabus Analysis
- Curriculum Mapping

# Criminology AA

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Fall Semester	# of Cohort in the Program
2016	45
2017	44
2018	40

Distinction between cohort vs. panel

# # of Students (AY 2016 – 2018)

Years in the Program	2016	2017	2018
1	25	25	19
2	10	9	17
3	4	4	2
4 or >	6	6	2
Total	45	44	40

# Starting Point

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## Tracking Panel's Progress (program outcome)

- Program Core Courses
- Gen Ed Courses

# AY 2016 – 2018 data

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# of students completed a set % of required courses per year:

- Core Courses (33%, 66%, 100%)
- Gen Ed Courses (33%, 66%, 100%)

# Program Outcome in Year 1

## n = 25 (2016 panel)

Years in the Program	Gen Ed Course (%)			Core Course (%)		
	33	66	100	33	66	100
1	7	2	8	0	0	0
2	1	2	5	1	0	0
3	0	0	4	0	0	0
4 or >	1	0	5	0	0	0
Total						

# Program Outcome in Year 2

## n = 25 (2016 panel)

Years in the Program	Gen Ed Course (%)			Core Course (%)		
	33	66	100	33	66	100
1						
2	0	3	4	1	0	0
3	1	0	3	0	0	0
4 or >	1	1	4	0	0	0
Total						

# Program Outcome in Year 3

## n = 25 (2016 panel)

Years in the Program	Gen Ed Course (%)			Core Course (%)		
	33	66	100	33	66	100
1						
2	0	3	4	1	0	0
3	0	0	2	0	0	0
4 or >	1	1	4	0	0	0
Total						

# Reasons for not completing the required courses on time

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- Need more time for Gen Ed courses
- Need specific advising on selecting program core courses
- Have other responsibilities that prevents them from taking a full load

# Reasons for Attrition

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- Changed major
- Transferred to Main Campus or other institutions of higher education
- Left Valencia for personal reasons
- Had other responsibilities
- Did not have the opportunities to acquire the skill to prepare them for college
- Were not mentored to maintain their aspiration
- Were discouraged because they felt lost or disenfranchised
- Faced unexpected transportation situations

# Weakness of the Model

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- Assumes program outcomes align with course learning outcomes
- Assumes program outcomes align with institution learning outcomes
- Does not track # of course, either Gen Ed or Core Courses
- A tracking period of 3 years
- The model does not account for all students in the program

# Moving Forward

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- Refine data collection to better explain students outcome
- Utilize a case management model
- Collaborate with academic advisors to assist students' course selection
- Establish a Learning Community
- Help build camaraderie among the majors
- Organize co-curricular activities

# Further down the road

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- Redefine SPLO
- Syllabus analysis
- Curriculum mapping
- Propose to create a capstone course for the program
- Align course outcomes with program outcomes



Anything you  
would like us to clarify

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***Thank you!***

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