
An Alternative Model for Program Assessment in Community Colleges: Monitoring Students' Annual Progress

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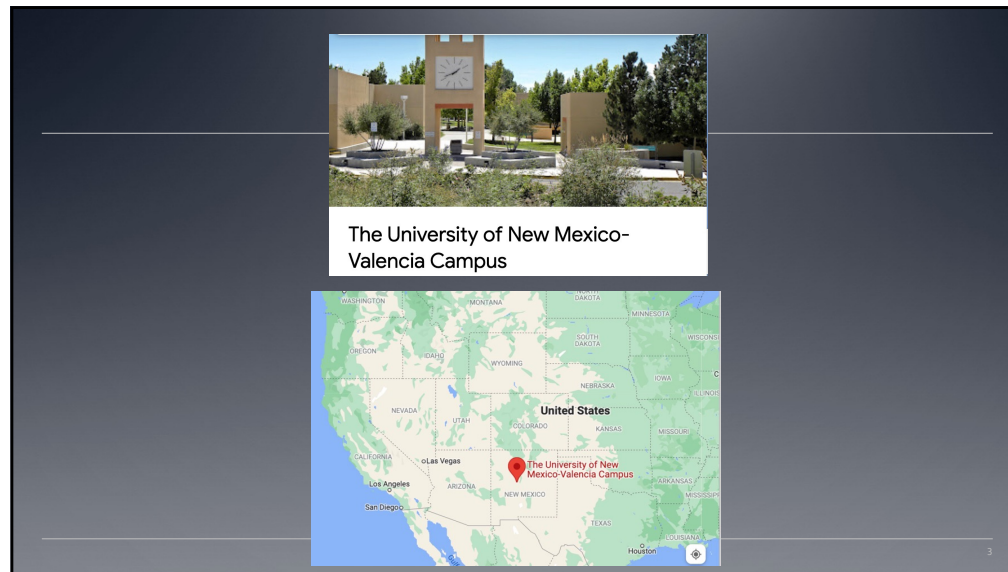
Professor of Sociology

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UNM-Valencia

- A Hispanic serving institution
 - A rural community college (2-year)
 - 1,700 students
 - 60% female
 - 65% on financial aid
 - Need remedial courses
 - Non-academic barriers
 - 20% transferred to a 4-year
 - Average year of completion: 5 or more years.
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Session Objectives

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

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Challenges in CC's Program Assessment (PA)

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

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Course-program alignment

- Curriculum Mapping
- Syllabus Analysis

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Examples of Program Assessment Models

- # of graduates or transfers
- Industry's Certification Examination
- Alumni Surveys
- Employers Surveys
- Capstone Course
- Portfolio Evaluation

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Criminology AA

Fall Semester	# of Cohort in the Program
2016	45
2017	43
2018	40

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of Students (AY 2016 – 2018)

Year in the Program	2016	2017	2018
1	25	25	19
2	10	8	17
3	4	4	2
4 or >	6	6	2
Total	45	43	40

Distinction between cohort vs. panel

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Starting Point

Program outcome = # of graduates

Tracking Panel's Progress by:

- Program Core Courses
- Gen Ed Required Courses

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AY 2016 – 2018 data

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

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

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Program Outcome in Year 1, 2 & 3 n = 25 (2016 panel)

Year in the Program	Gen Ed Course (%)			Core Course (%)			# of Students
	33	66	100	33	66	100	
1	7	2	8	0	0	0	17
2	0	3	4	1	0	0	8
3	0	0	2	0	0	0	2

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Reasons for not completing the required courses on time

- 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

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Reasons for Attrition

- Changed major
- Transferred to Albuquerque Campus or other 4-year institutions
- Left Valencia for personal reasons
- Faced unexpected transportation situations
- Did not have the opportunities to acquire the skill to prepare for college
- Were not mentored to maintain their aspiration
- Were discouraged because they felt lost or disenfranchised

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Success Stories

- MA in Social Work / are working as licensed social workers
- BA in CRIM / is working at a state Family & Children Agency
- BA in Secondary Ed / is now teaching
- BA in Accounting / is working for a Federal Government Agency.
- BA in Communication / returned to Guatemala & is now working for a non-profit
- Enrolled in medical school

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Next Step

- Utilize a case management model – focus on mentoring
- Organize co-curricular activities
- Establish a Learning Community (SoTL Reading Club)
- Collaborate with academic advisors to assist students' course selection
- Help build camaraderie among the majors
- Design a guided pathway

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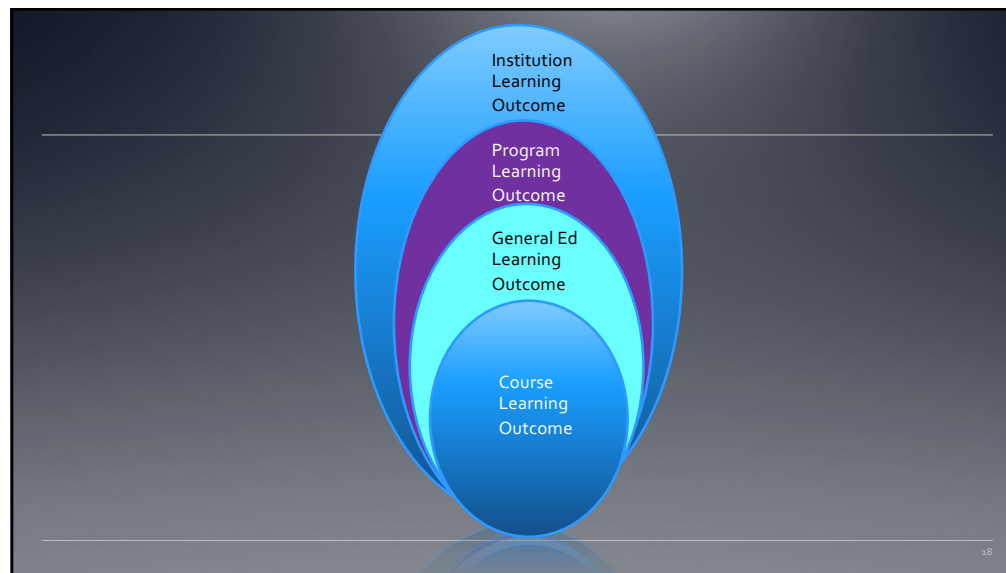
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Weakness of the Model

- 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

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Further down the road

- Redefine SPLO
 - Syllabus analysis
 - Curriculum mapping
 - Propose to create a capstone course for the program
 - Align course outcomes with program outcomes
 - Align program outcomes with institution outcomes
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Anything you would like me
to clarify

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Thank you!

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References

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