

DIVISION SUMMARY

Outcome 1	Measurable Criteria	Measurement Tool	Time Frame
Determine whether or not having a prerequisite in remedial reading/writing for Social Science courses had an effect on student learning outcomes.	Students with placement scores showing reading/writing deficiency who take remedial courses prior to or concurrently with will show a greater success rate than students who do not.	Placement test information compared with end-of-course grades	2005-2006
<p>Results: As a result of the study it was determined that students below reading/writing 96 did poorly in social science classes. Due to problems associated with providing more remedial classes and concern about course enrollments if prerequisites were imposed no action was taken as a result of the study.</p>			
<p>Analysis and Action: At the end of the 2005-06 school year it was decided to conduct a pilot project to determine if students could succeed if they took a linked remedial reading/writing class along with a social science course. The plan is to link Reading/Writing 96 with PSYC 101 in fall quarter 2006 and Reading/Writing 96 with SOC 101 in winter 2007 and then compare success rates with success rates of other social science courses. Based on the outcome of the pilot project the division will make a decision about prerequisite at a specific remedial level to take social science courses.</p>			

Outcome 2	Measurable Criteria	Measurement Tool	Time Frame
Assess the success of hybrid online courses focusing on the hybrid economics courses.	The majority of the students will be satisfied with their hybrid economics course.	Post assessment of students in ECON 101 and 102 hybrid courses.	Summer 2006
<p>Results: We found in the post assessment that some students, particularly older ones were uncomfortable with the hybrid environment where half of the course was classroom instruction and half was online.</p>			

Analysis and Action:
 We determined the need to provide students with the standard classroom environment as an alternative to hybrid courses. We will continue the pilot project during 2006-07 and assess its viability and need for adjustment.

Outcome 3	Measurable Criteria	Measurement Tool	Time Frame
Adapt the commonly used student evaluation form to the online environment to use in assessing student satisfaction with online courses instead of continuing to use the mail out system.	Review the return rate using the online student evaluation form with the mail out system. The goal is at least a 75 percent return rate.	Compare the percentage return rate of the online survey with the mail out.	2005-06

Results:
 There is an online version of the student evaluation available however the College's IT department has not installed the software on the VP for Instruction server consequently the survey can not be used. Peer evaluations of online courses were conducted through obtaining access to the course web site for the evaluator who can enter various activities on the site and observe interchange between student and faculty member.

Analysis and Action:
 Continue to pursue getting the online version of the student evaluation installed on the server.

Outcome 4	Measurable Criteria	Measurement Tool	Time Frame
Develop and assess the success of an online AA program designed for Native American Students enrolled in anthropology courses.	Student assessments will show that at least 70 percent are satisfied with their online course work.	Student and staff evaluations.	2005-06

<p>Results: The program was designed to provide Native American students who were part of the TESC/Grays Harbor College initiative. These students take their anthropology courses online through SPSCC and other courses leading to an AA through Grays Harbor College. Start up problems included: sections were open to all students therefore the course filled before all Native American students had an opportunity to register. There were several instances of cultural insensitivity on the part of non-native students. Native American students often have remedial issues and are extraordinarily shy requiring special attention.</p>
<p>Analysis and Action: Sections were subsequently created specifically for Native American students. All in all the first year of the program was highly successful with the second cohort group enrolled for 2006-07.</p>

Outcome 5	Measurable Criteria	Measurement Tool	Time Frame
Increase completion rates of ECE students by creating new certificate exit points. Implement Associate in Elementary Education DTA/MRP.	Develop two new exit points and assess effectiveness of each. Identify changes to existing program that are necessary before DTA/MRP can be implemented.	New exit points implemented. Student assessments complete. DTA/MRP implemented.	2005-06

<p>Results: Certificates for both ECE and Paraeducator students were developed and tools are available to document stages of completed instruction on the way to an ATA or AAS-T degree. Progress was made to implement DTA/MRP.</p>
<p>Analysis and Action: Because of the complexity of the program and its related exit options there needs to be more permanency especially to the education program through the hiring of a full-time professor of education to provide for further program development, assessment and student advising. Complete processes necessary to implement DTA/MRP.</p>

Outcome 6	Measurable Criteria	Measurement Tool	Time Frame
Assess Forensics course enrollment to determine impact of lack of full-time forensics professor.	Enrollment levels 2004-05 compared with enrollment levels 2005-06	Enrollment reports	2005-06
<p>Results: Forensics is in a holding pattern due to the resignation of the principal professor. The number of courses were reduced and due to the schedule of adjunct professors hired to teach forensics courses, instruction had to be moved to evenings for the most part. There was an attempt to hire a dual qualified forensic science and forensic psychology professor during the school year however, after finding eight applicants the pool dwindled to one by the time interviews were offered. This also happened with the original hire.</p>			
<p>Analysis and Action: Enrollment levels have declined since the full-time professor's resignation. Thus in order for the program to be revitalized it is imperative that a full-time professor be hired to continue program development, assessment and student advising. Further experience has shown that it is too difficult to find a dual qualified candidate for this position. Therefore the position when re-opened should be focused on forensic science with another position be focused on forensic psychology. Forensic science is first priority, however.</p>			

Outcome 7	Measurable Criteria	Measurement Tool	Time Frame
Assess the ability for students to utilize the concepts and methods of political science concepts, topics and methods of analysis in their written assignments. .	70% or more of the students will receive 60% or better on assignments cumulatively	POL 101 students' short papers requiring students to use concepts	2005-6
<p>Results: Objective was met in all POL 101 courses however a SGID evaluation done in fall 2005 revealed improvement potential for the assignment.</p>			
<p>Analysis and Action: To gather further data for the academic year 2006-07 short paper assignments in all American Government sections designed to meet the college wide objective of having students function more knowledgeably as responsible citizens will be assessed for concept use.</p>			