

Fall 2012 Program Review - Annual Update Profile

As of: 4/01/2013 01:48 PM EST

Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

Fall 2012 Institutional Effectiveness, Research & Planning (PR)

1. Discipline/Program/Area Name

Institutional Effectiveness, Research and Planning

2. Year

2012-2013

3. Name of person leading this review.

Aeron Zentner

4. Names of all participants in this review.

Aeron Zentner

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

Since the peak of AVC's headcount in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though headcount and resources have diminished, the workload of the Department of Institutional Effectiveness, Research and Planning has increased as the campus community has espoused a culture of evidence and accreditation requirements have become more rigorous. For instance, the amount of completed research request has increased 52.7% from 241 in 2008-2009 to 368 in 2011-2012. This statistic does not include effectiveness projects which have required 100% of the research analyst's time.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)*

N/A

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*

N/A

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*

The results of the 2010 OO1 showed DIERP failed to meet the deadline of providing and on time report for student success and equity. In response the DIERP took full responsibility of the report and modified for a 200-page report to a 50 page report and shift human capital to focus meet the task deadline. This resulted in on time delivery of the information.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)*

Resources were shifted to meet the demands of OO1 which helped DIERP achieve 100% of achievement targets on OOs.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... *(The full text shows at beginning of the document)*

2011 Goals

Goal 1: *To expand the office staffing level to meet accreditation demands for effectiveness, research, and planning.* This goal was not met as the dean and analyst took positions at other institutions.

Goal 2: *Improve integration of SLO assessment with course updates and outlines of record.* This goal has been met as new course development requires SLOs to be established prior to course approval.

2012 Goals

Goal 1: Increase PLO assessment rate which is at 46%

Goal 2: Hire a Dean of Institutional Effectiveness, Research and Planning

Goal 3: Establish an OO sub-committee and produce 100% official documentation for OOs

Goal 4: Expand the culture of evidence by establishing a research publication committee

Goal 5: Finalize a planning rubric for financial decision making with SPBC

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... *(The full text shows at beginning of the document)*

The department has lost the dean position, which has been vacant since in July 2012. This role is imperative to the department and institution as the responsibilities of the dean is to lead the integrated planning initiative in alignment with the institutional mission in meeting accreditation standards. In addition, the department has lost the analyst position which has been vacant since in October 2012. The roles of the analyst (e.g. committee memberships and outcome assessment tool administration) have been given to the grant funded research technician until the position is advertised and filled. The research analyst is critical to the outcomes assessment of the campus as the responsibilities of being the administrator and liaison of the WEAVEOnline assessment tool, campus trainer of the outcome assessment processes and procedures, and being the aggregator of the data for effectiveness reports for accreditation purposes. In order to meet the mandated demands of accreditation effectively, these positions must be filled.