



**Las Positas College
Institutional Effectiveness Report
2013-2014**

Prepared by
Office of Institutional Research and Planning
Institutional Effectiveness Committee

Funded by
Las Positas College Office of Institutional Research & Planning

Board of Trustees 2013-2014

Dr. Arnulfo Cedillo, President

Dr. Marshall Mitzman, Secretary

Mrs. Isobel F. Dvorsky

Mr. Donald L. "Dobie" Gelles

Dr. Hal G. Gin

Dr. Barbara F. Mertes

Mr. Carlo Vecchiarelli

Mr. Ricardo Pinto, Chabot College Student Trustee

Ms. Cherry R. Bogue, Las Positas College Student Trustee

Dr. Jannett N. Jackson, Chancellor

Dr. Barry A. Russell, President, Las Positas College

Vision

Las Positas College strives to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

Mission

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

Values

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

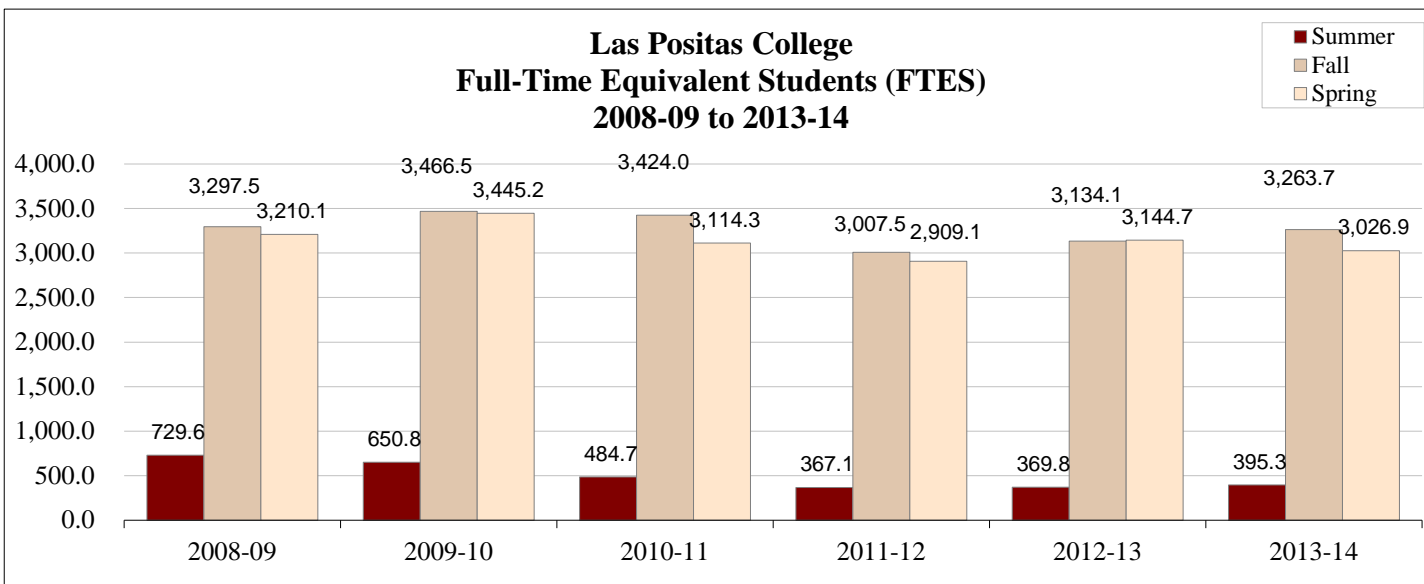
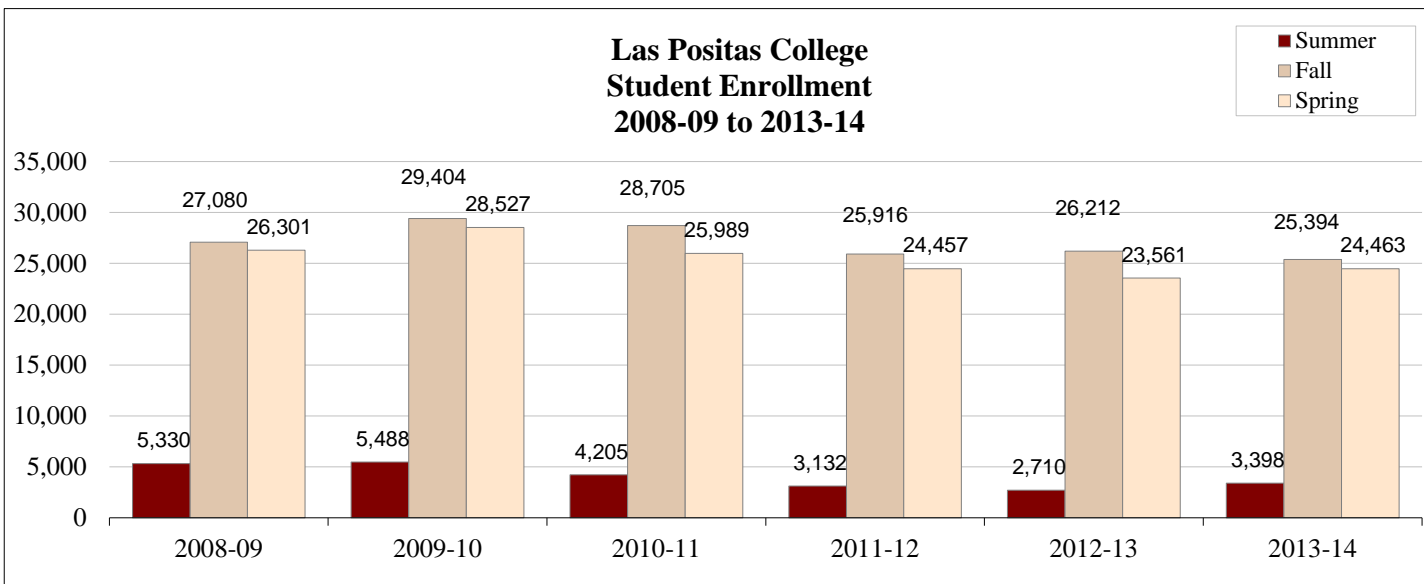
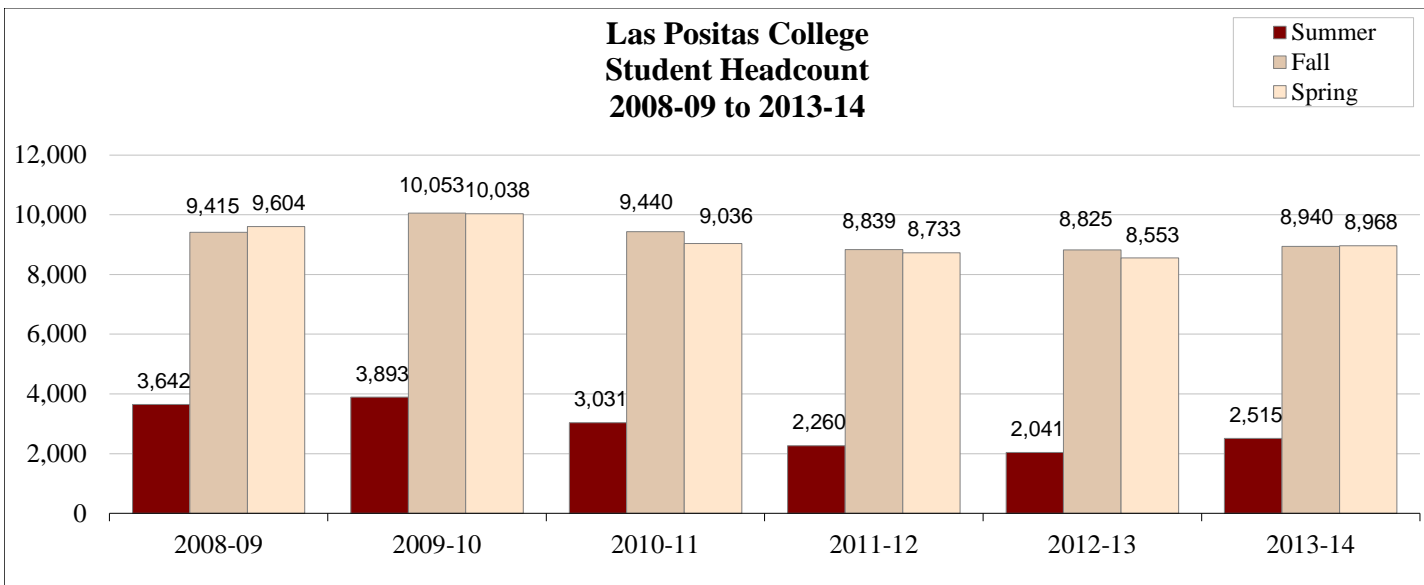
1. Encouraging and celebrating lifelong learning
2. Responding to the needs of the ever-changing workplace
3. Demonstrating civic, social and environmental responsibility
4. Promoting ethical behavior, tolerance and mutual respect in a diverse community
5. Fostering a climate of discovery, creativity and personal development
6. Holding firm to the belief that each of us makes an astonishing difference.

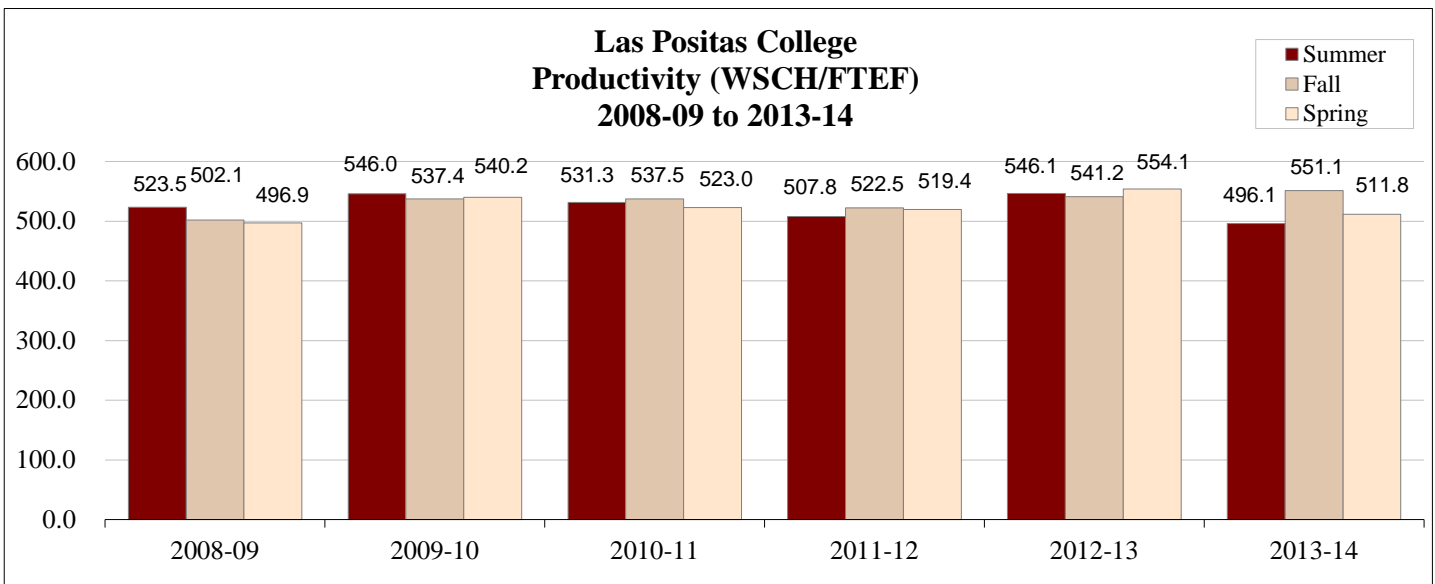
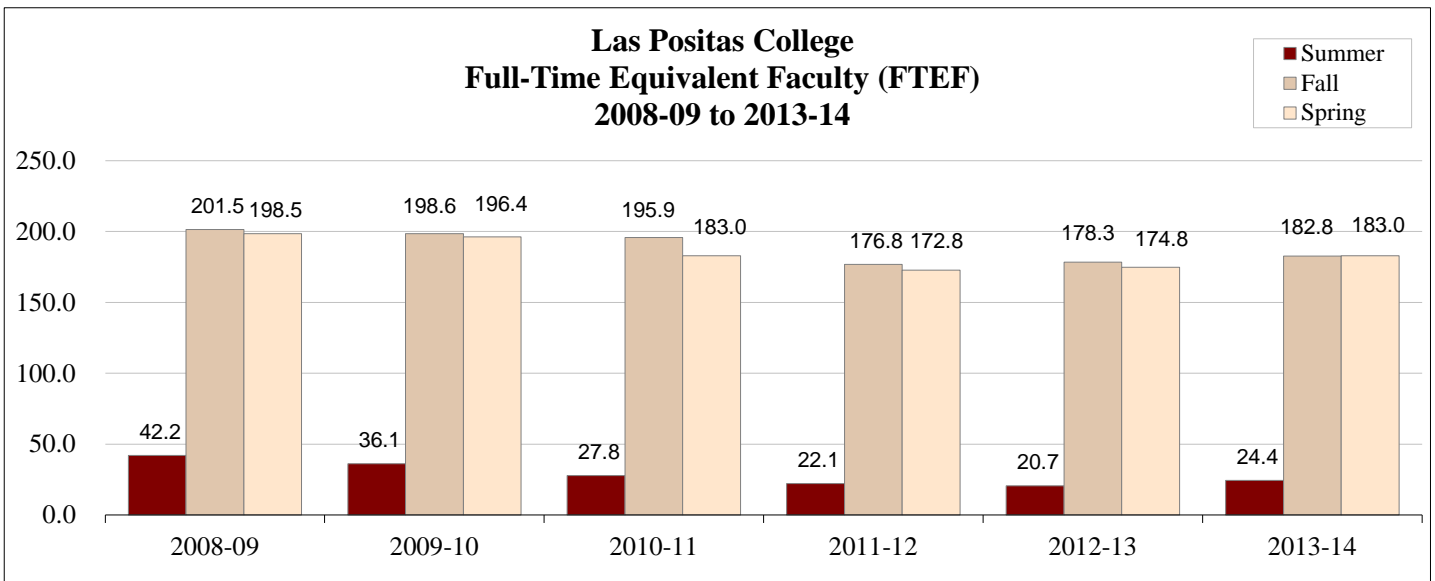
Table of Contents

	Page
1. Institutional Indicators	
1.1. Enrollment Management Data	
1.1.1. Headcount	2
1.1.2. Enrollment.....	2
1.1.3. FTES	2
1.1.4. FTEF	3
1.1.5. WSCH per FTEF.....	3
1.2. Course Success Rates	
1.2.1. Overall.....	5
1.2.2. English Basic Skills	5
1.2.3. ESL Basic Skills	6
1.2.4. Math Basic Skills	6
1.3. Retention Rates	
1.3.1. Retention Rates	8
1.4. Completion Rates	
1.4.1. Degrees Awarded.....	10
1.4.2. Certificates Awarded	10
1.4.3. Transfer Numbers to California Public Universities	12
1.4.4. Transfer Velocity: Overall after 6 years	13
1.4.5. Transfer Velocity: After 6 years, by Ethnicity.....	13
2. Student Learning Outcomes	
2.1. College-Wide Goals/Core Competencies	14
2.2. Graduation Survey Spring 2014: College-Wide Goals/Core Competencies	17
3. Key College Processes Evaluated in 2013-14	
3.1. Does Las Positas College have an effective program review process?	19
3.2. Should Las Positas College and Chabot College be allowed to set different cut scores for English 1A?.....	22
 <u>Appendix</u> 	
A.1. Fall 2013 Program Review Survey: Blank Survey	26
A.2. Fall 2013 Program Review Survey: Detailed Results.....	33

Institutional Indicators

Enrollment Management





Definitions:

Headcount is the unduplicated count of students enrolled in all courses.

Enrollment is the sum of all course enrollments (filled seats).

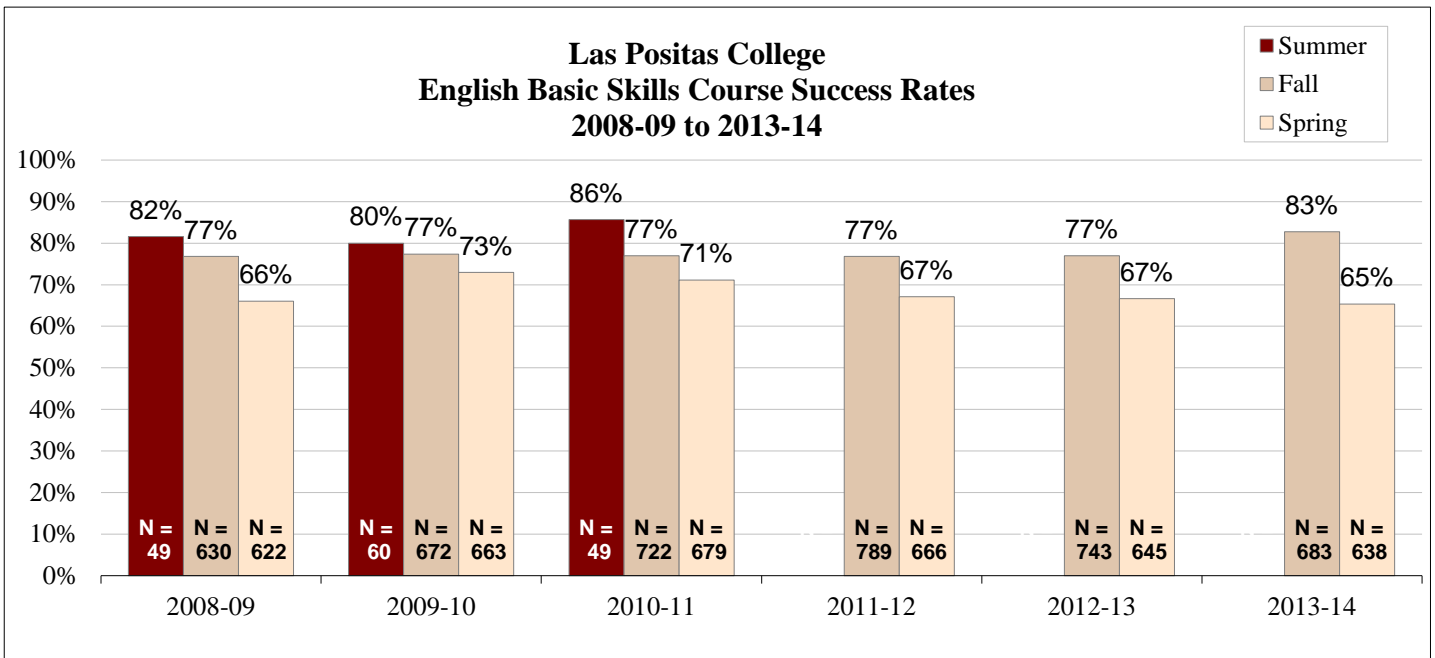
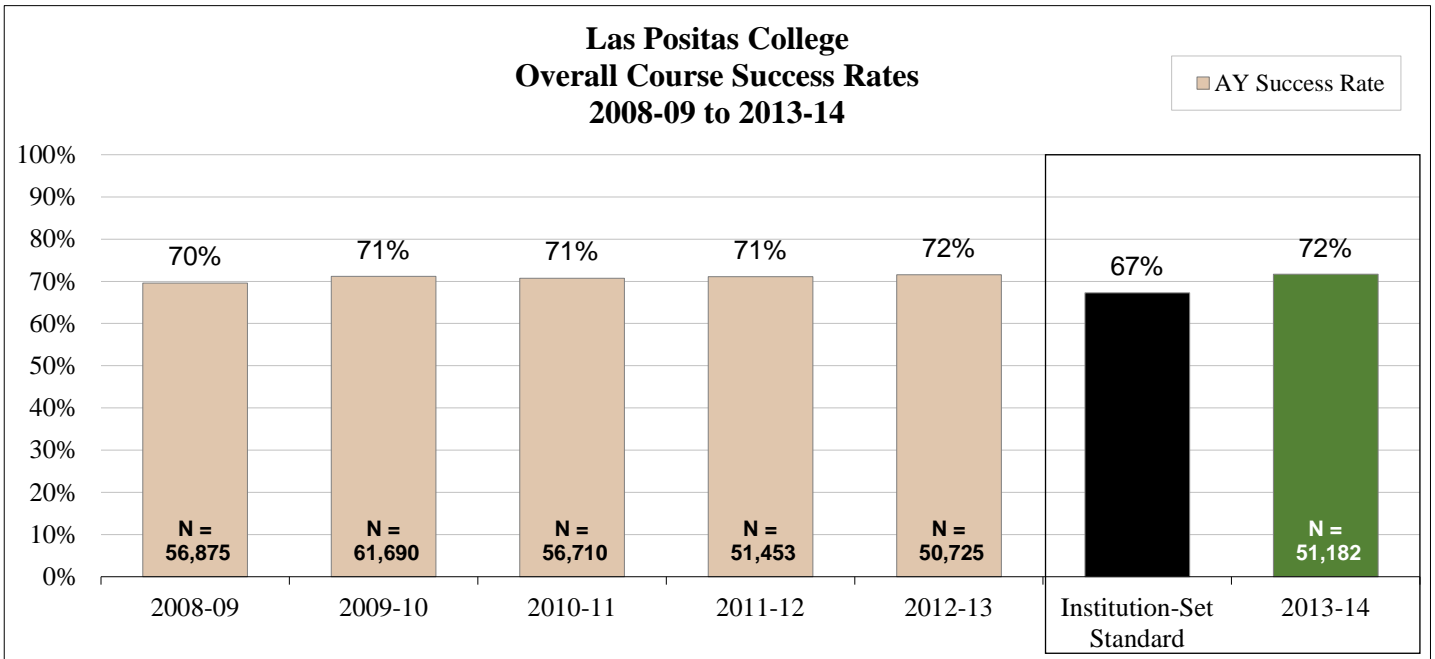
FTES is the total Full Time Equivalent Student value resulting from all enrollments.

FTEF is the Full Time Equivalent Faculty associated with the discipline's course offerings.

Productivity is the ratio of WSCH to FTEF and a standard measure of discipline efficiency.

Institutional Indicators

Course Success Rates

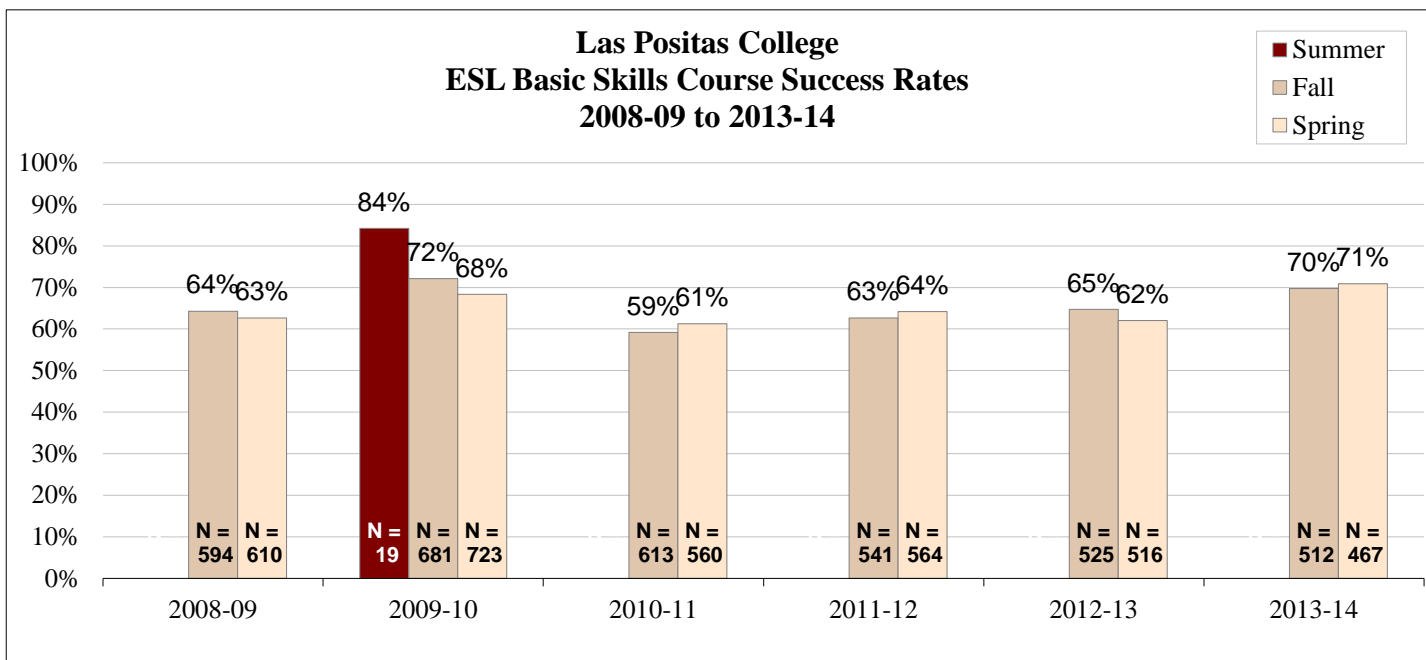


NOTE: Includes only ENG 100A, ENG 100B, ENG 102, ENG 104, ENG 105

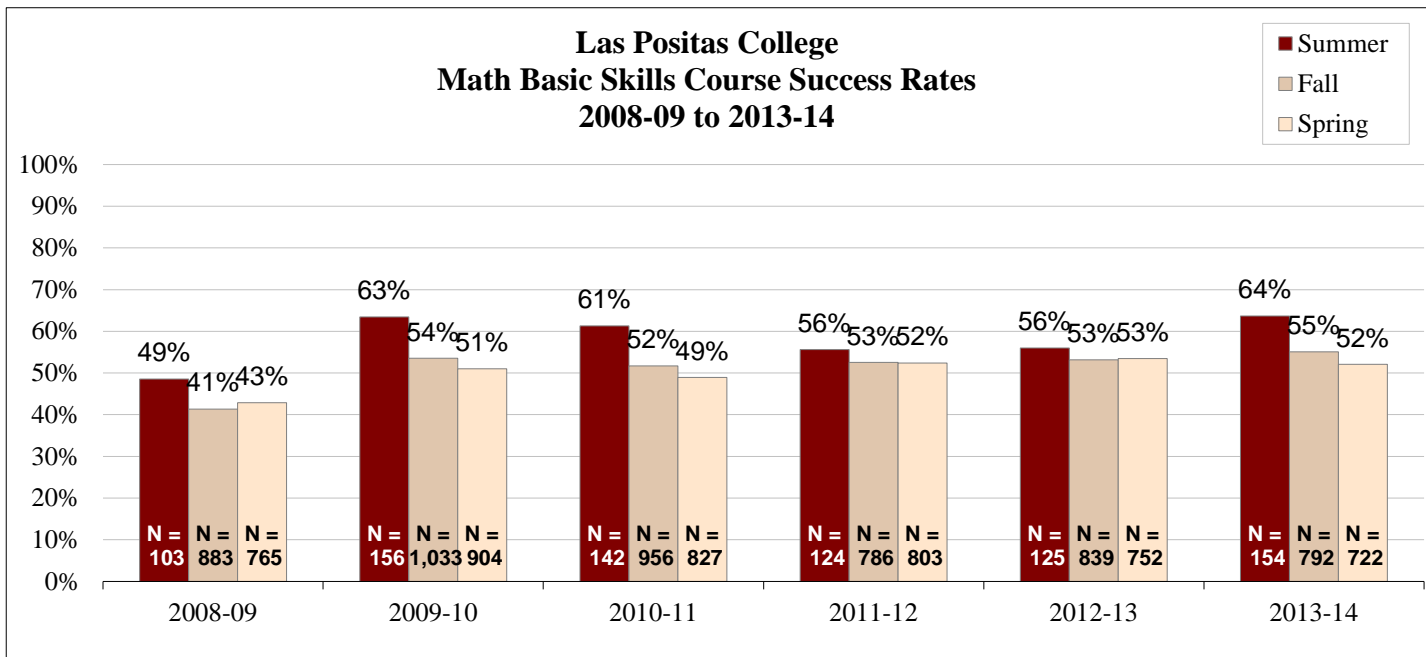
Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).

Institution-Set Standard = 95% of the 5-year rolling average



NOTE: Includes only ESL 120A/B, ESL 121A/B, ESL 123, ESL 126, ESL 130A/B, ESL 131A/B, ESL 133



NOTE: Includes only MATH 106, MATH 107/A/B/X/Y, MATH 65/A/B/X/Y

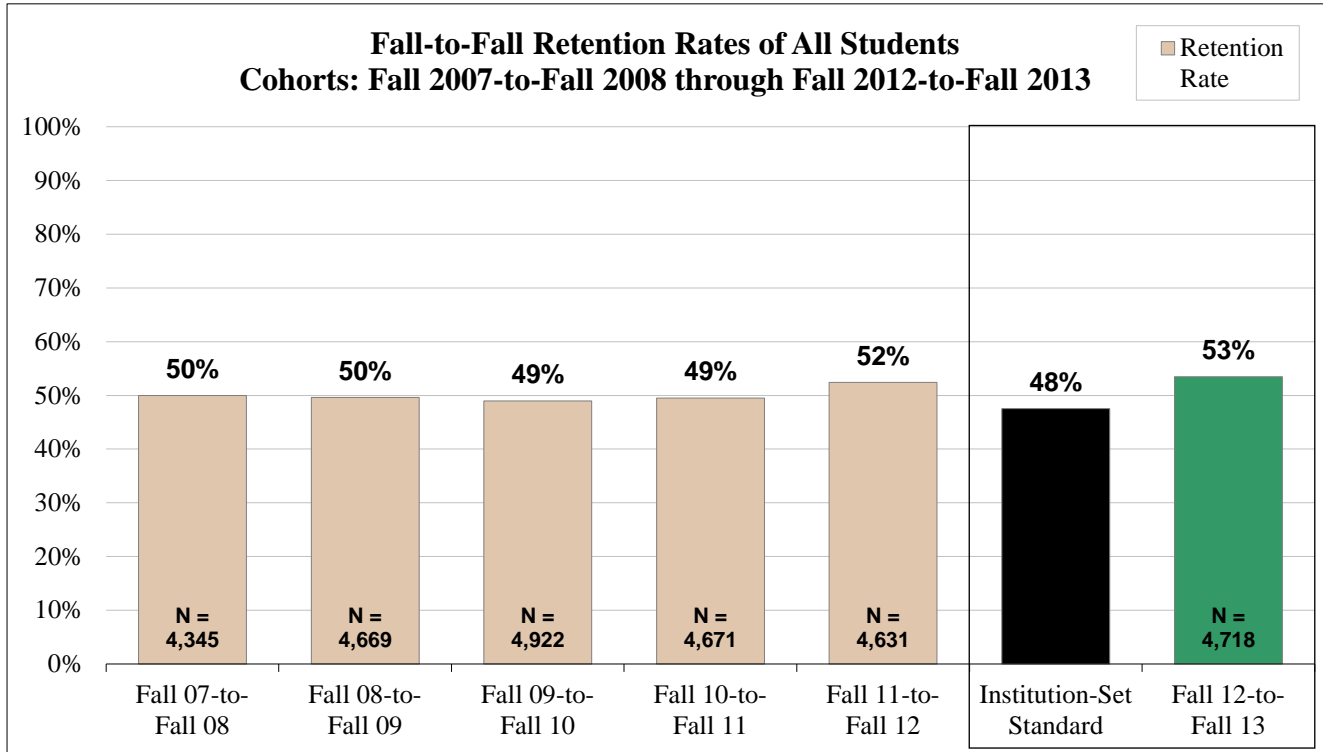
Success rates = the number of students who successfully completed their course (receiving a grade of: A, B, C, CR, P) over the total number of enrollments. (Non-success = D, F, NC, NP, I)

N = the sum of all course enrollments (filled seats).

Institution-Set Standard = 95% of the 5-year rolling average

Institutional Indicators

Fall-to-Fall Retention Rates



Institutional Indicators

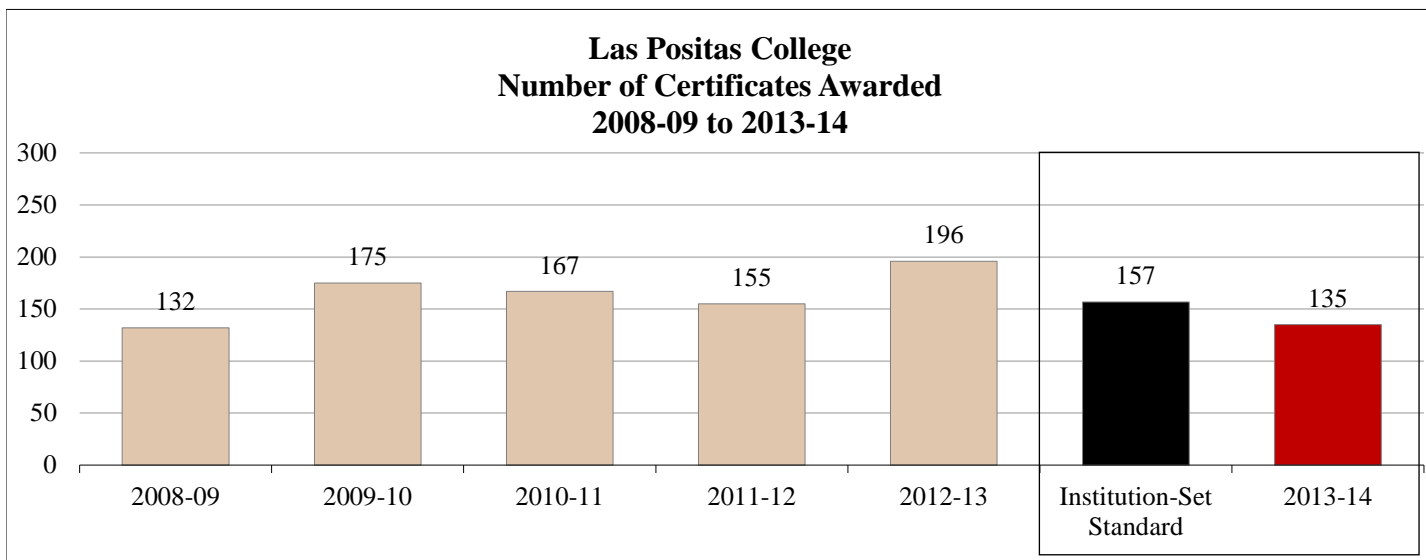
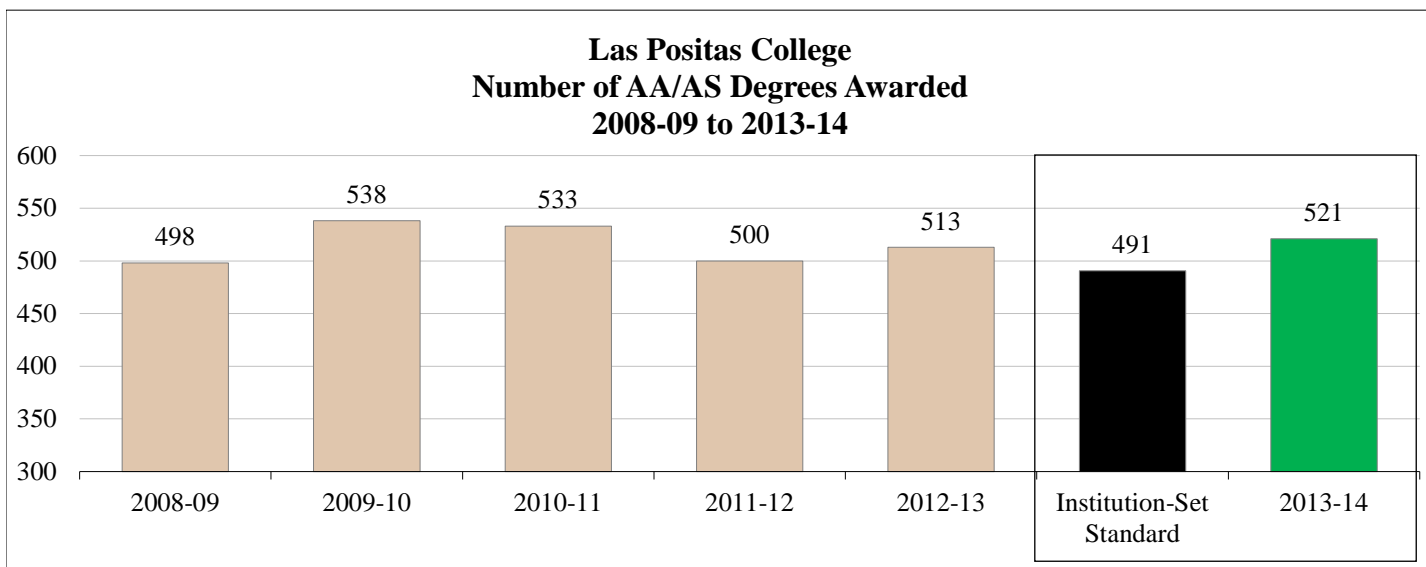
Completion Rates

Las Positas College AA/AS Degrees and Certificates 2008-09 to 2013-14

Award Type	Previous Academic Years					Institution-Set Standard	Current AY 2013-14
	2008-09	2009-10	2010-11	2011-12	2012-13		
Degrees	498	538	533	500	513	491	521
Certificates	132	175	167	155	196	157	135
Total	630	713	700	655	709	not applicable	656

SOURCES: CLPCCD MIS/ITS degree/certificate reports for District, Las Positas College.

NOTES: Includes degrees and certificates in the year awarded, regardless of the year earned. The Institution-Set Standard is defined as 95% percent of the 5-year rolling average.



Las Positas College
Transfers to UC or CSU
 2008-09 to 2013-14

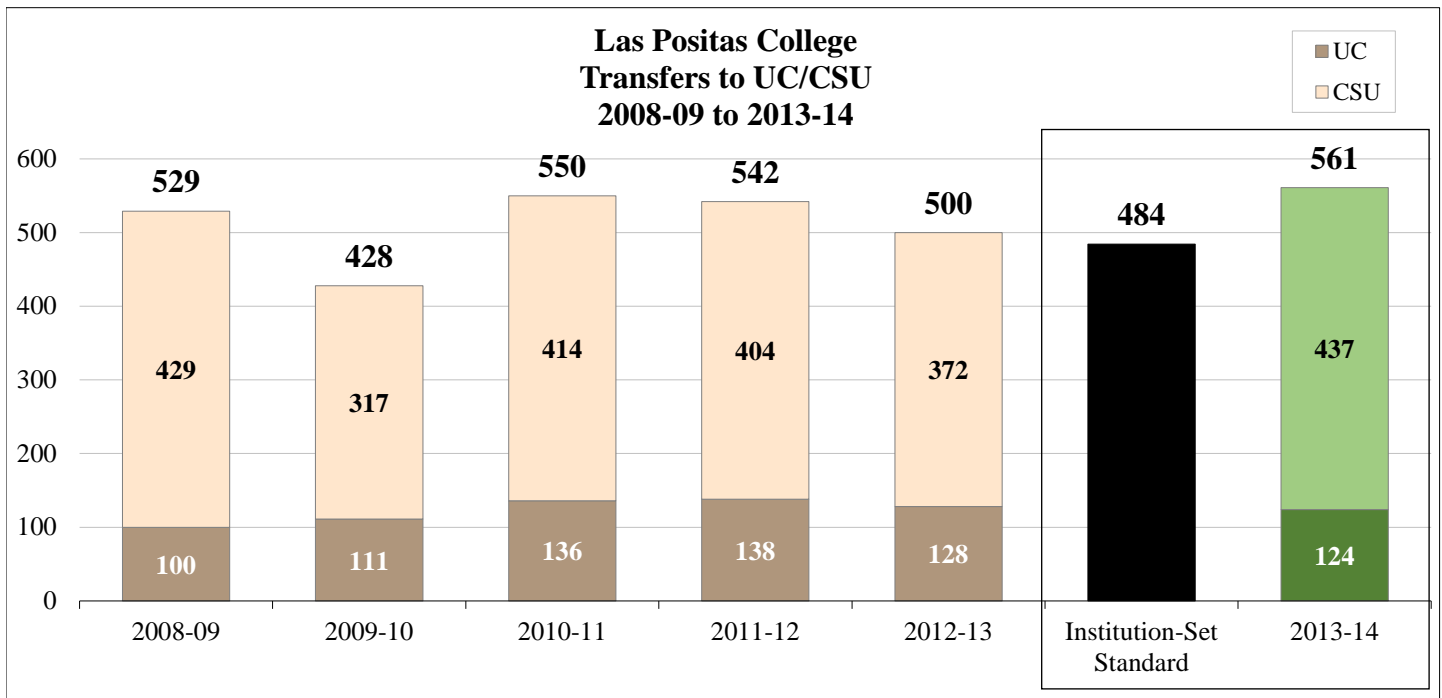
System	Previous Academic Years					Institution-Set Standard	Current AY 2013-14
	2008-09	2009-10	2010-11	2011-12	2012-13		
California State University (CSU)	429	317	414	404	372	not applicable	437
University of California (UC)	100	111	136	138	128	not applicable	124
Total	529	428	550	542	500	484	561

SOURCES: Institutional Research and Academic Planning, University of California Office of the President

California Community Colleges Chancellor's Office, <<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>>

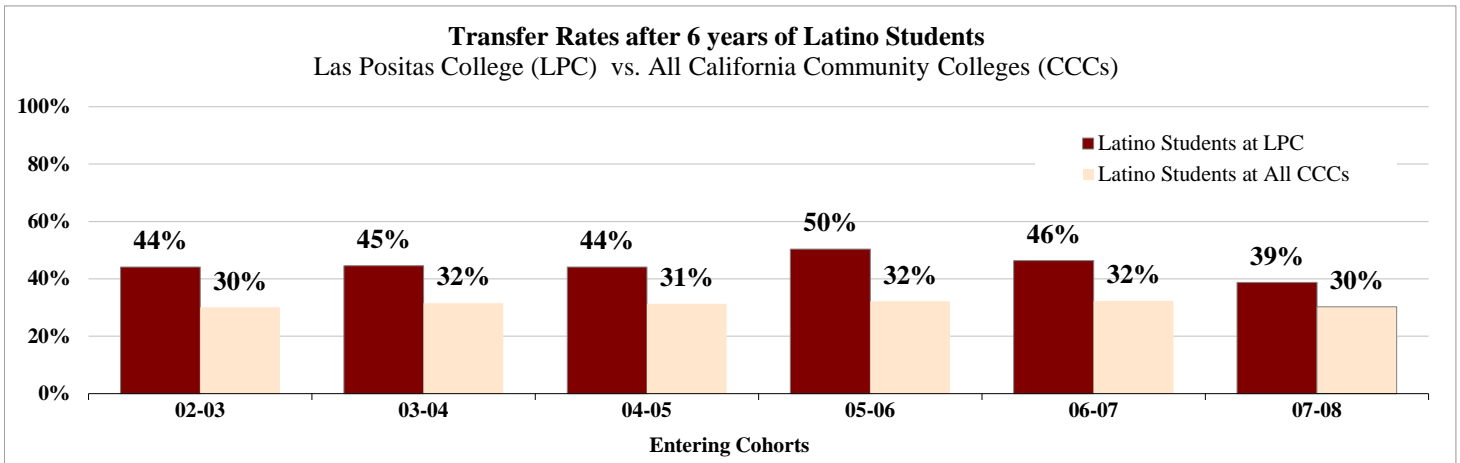
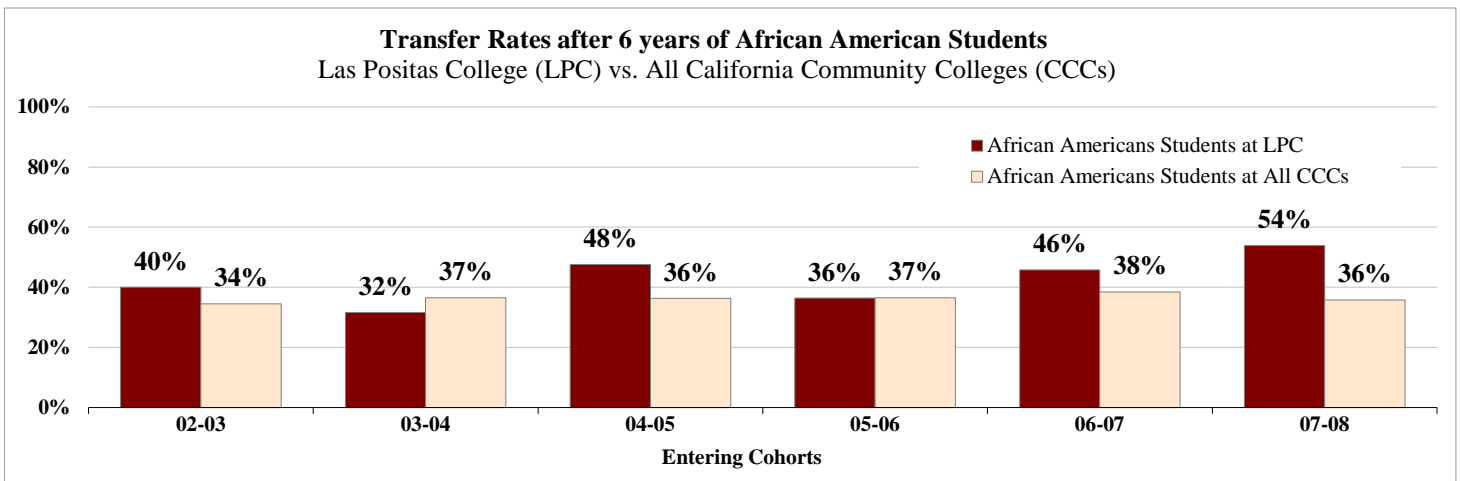
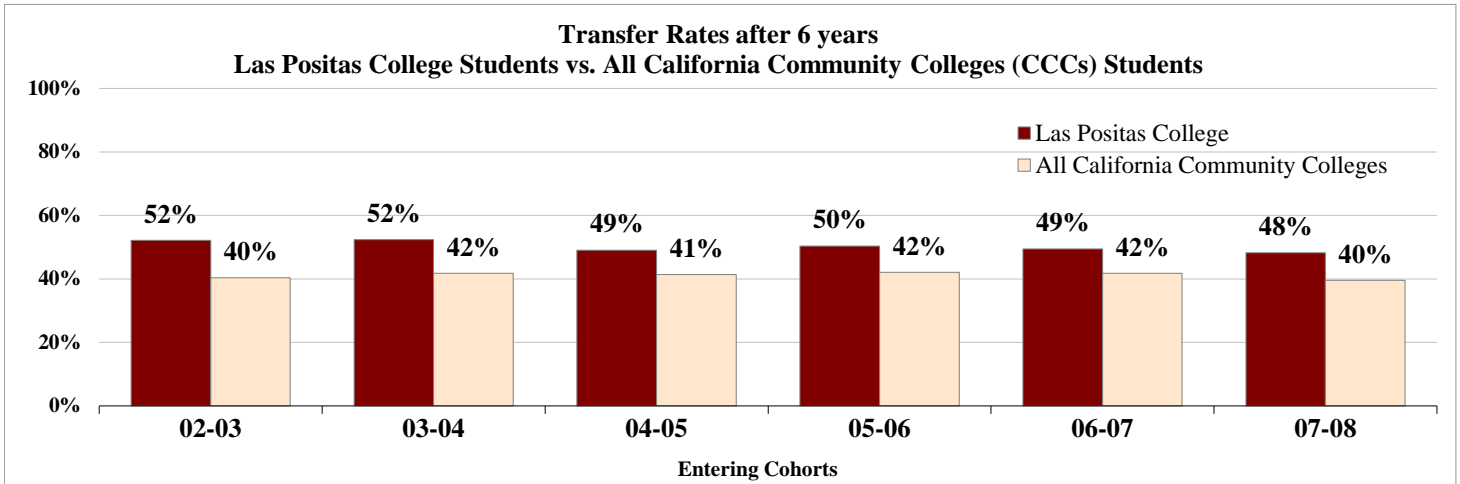
Division of Analytic Studies, California State University, <<http://www.calstate.edu/as/ccct/index.shtml>>

NOTES: The Institution-Set Standard is defined as 95% of the 5-year rolling average.



Las Positas College Transfer Rates 2002-03 to 2007-08 Entering Cohorts

Las Positas College students transfer to four-year colleges at consistently higher rates than students at all California Community Colleges. Moreover, Las Positas College African American and Latino students are more likely to transfer than their counterparts at all California Community Colleges. The charts below show transfer rates of students after six years of entering community college who earned 12 units or more, and attempted transfer-level math or English.



Source: California Community Colleges Chancellor's Office.

Student Learning Outcomes

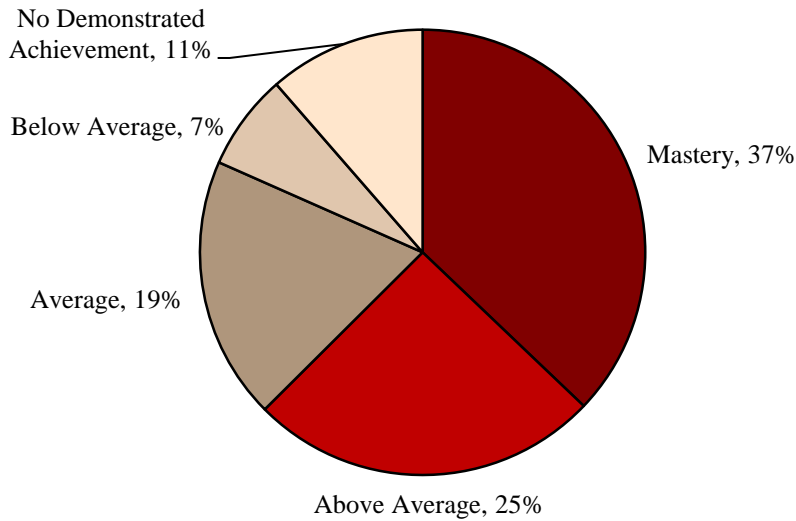
College-Wide Goals (Core Competencies)

College-wide Achievement of Student Learning Outcomes, by Core Competency
Academic Year 2013-14

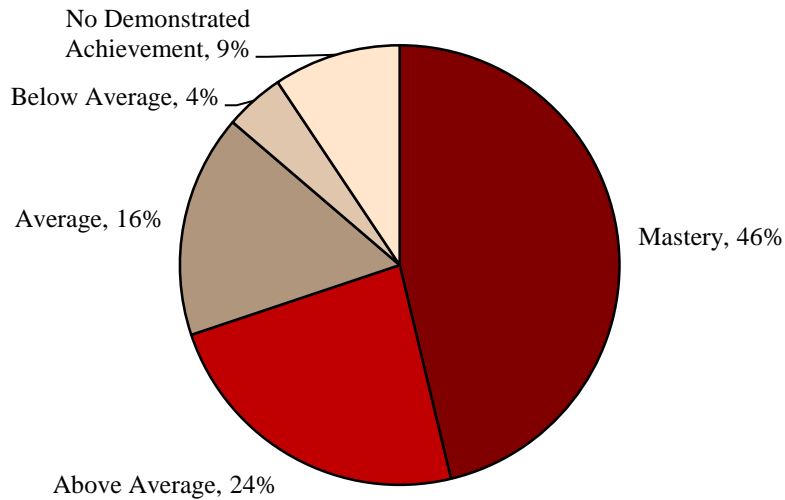
Core Competencies	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Communication	1,638	37%	1,122	25%	842	19%	308	7%	503	11%	4,413	100%
Critical Thinking	6,081	46%	3,104	24%	2,157	16%	575	4%	1,231	9%	13,148	100%
Creativity and Aesthetics	441	67%	108	16%	46	7%	41	6%	24	4%	660	100%
Respect and Responsibility	1,178	54%	537	25%	258	12%	82	4%	117	5%	2,172	100%
Technology	799	48%	360	22%	244	15%	30	2%	235	14%	1,668	100%
Overall	10,137	46%	5,231	24%	3,547	16%	1,036	5%	2,110	10%	22,061	100%

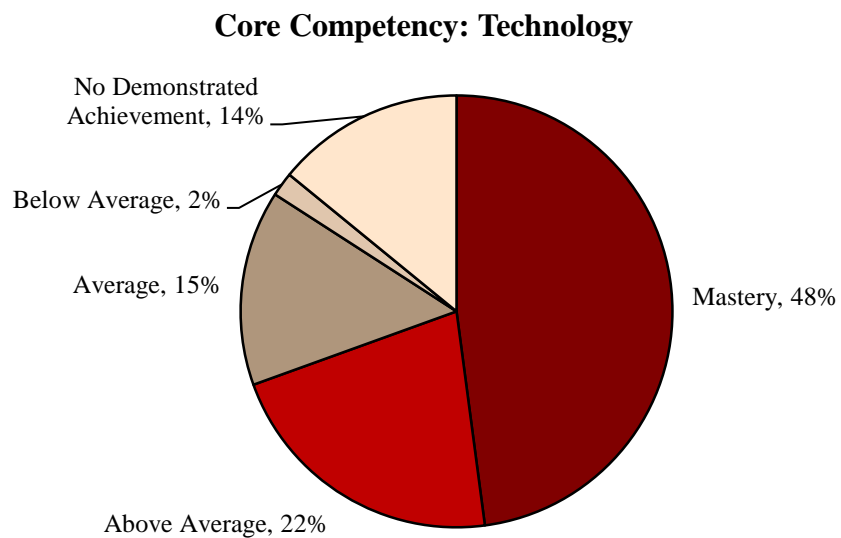
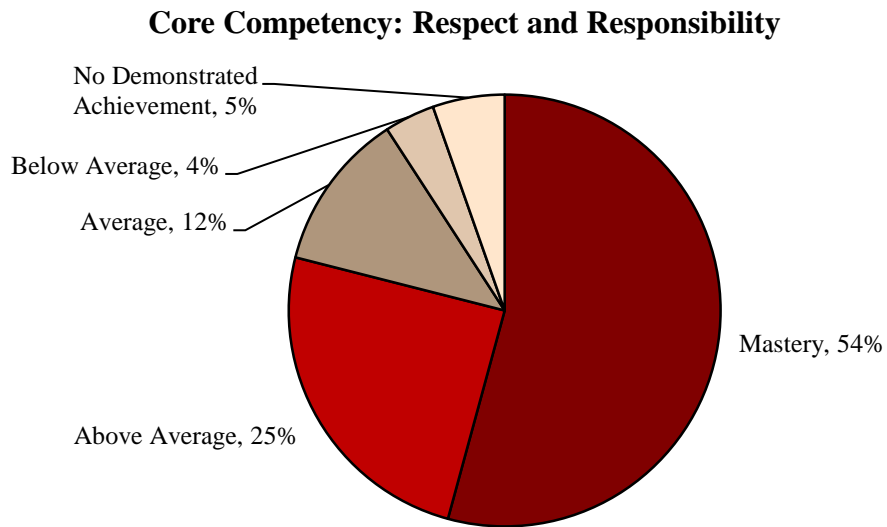
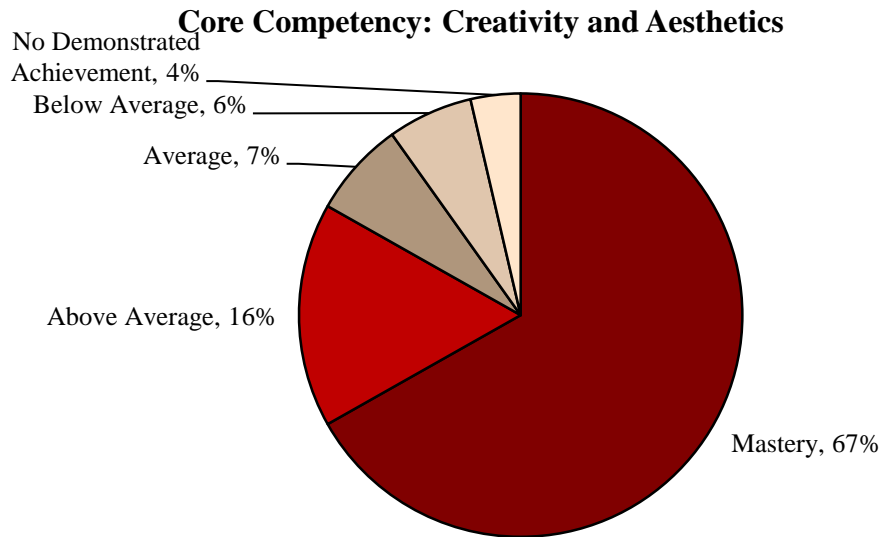
SOURCE: SLO Committee

Core Competency: Communication



Core Competency: Critical Thinking





Student Learning Outcomes

Graduation Survey Spring 2014

Las Positas College
Graduation Survey Spring 2014: Results
College-Wide Learning Goals

These questions were part of the Graduation Survey administered to graduates attending the Graduation Ceremony in May 2014. was filled out by 156 of the 210 graduates in attendance; it is representative of those who attended graduation, but not necessarily of all 575 2013-14 graduates. Students were not told that these were college-wide learning goals. Graduates expressed that LPC contributed to being "much stronger" and "stronger" in "Critical thinking" (91%), "Writing skills" (90%), and "Ability to learn on own, pursue ideas, and find information" (89%). Students felt the least improvement in "Appreciation of their role in a democratic society" (63%), "Ability to use computers effectively" (63%), and "Overall technological literacy" (64%).

Learning at LPC	Pct. who responded	Percentage of those responding					Responses to each question	
		Much Stronger	Stronger	No Change	Weaker	Much Weaker	N	Pct. of 156
How much did LPC contribute to your following knowledge, skills, and abilities?	Much Stronger or Stronger							
Communication								
Reading Skills	75%	25%	50%	24%	1%	0%	155	99%
Writing Skills	90%	40%	50%	9%	1%	0%	154	99%
Oral communication and speaking skills	87%	38%	49%	12%	1%	0%	154	99%
Listening effectively	77%	30%	47%	23%	0%	0%	154	99%
Ability to read, interpret, and generate charts/graphs	76%	27%	50%	22%	1%	0%	153	98%
Critical Thinking								
Critical Thinking	91%	34%	57%	9%	0%	0%	152	97%
Gathering information from multiple sources	88%	35%	53%	12%	1%	0%	153	98%
Ability to learn on my own, pursue ideas and find info.	89%	36%	53%	11%	0%	0%	154	99%
Using logic to draw conclusions from information	87%	33%	54%	12%	1%	0%	154	99%
Mathematical skills and abilities	79%	34%	45%	19%	1%	1%	154	99%
Applying knowledge to new situations to solve problems	84%	31%	53%	15%	1%	0%	153	98%
Creativity/Aesthetics								
Appreciation for the Arts and the role art plays in Society	72%	25%	47%	26%	1%	1%	150	96%
Respect and Responsibility								
Performing to the best of my abilities	82%	40%	43%	18%	0%	0%	154	99%
Clarity of my own values and ethical standards	78%	41%	38%	22%	0%	0%	153	98%
Exhibiting personal, professional, academic honesty	71%	39%	31%	29%	1%	0%	153	98%
Developing clear career goals	82%	40%	42%	16%	1%	0%	154	99%
Ability to set goals and develop strategies to reach them	83%	37%	46%	16%	1%	0%	152	97%
Learning to work cooperatively with others	76%	36%	39%	24%	0%	0%	152	97%
Demonstrating respect for rights, views, work of others	73%	37%	35%	27%	0%	0%	153	98%
Ability to meet deadlines and complete tasks	78%	39%	39%	22%	1%	0%	153	98%
Appreciation of my role in a democratic society	63%	31%	31%	33%	3%	1%	153	98%
Awareness of my civic or community responsibilities	65%	29%	35%	35%	1%	0%	153	98%
Awareness/appreciation of diverse cultures/ways of life	74%	38%	36%	25%	1%	0%	153	98%
Technology								
Overall technological literacy	64%	22%	42%	36%	0%	0%	153	98%
Ability to use computers effectively	63%	19%	44%	37%	0%	0%	152	97%

Key College Processes Evaluated in 2013-14

Program Review Process

KEY QUESTION:
Does Las Positas College have an effective program review process?

Background

The program review processes is important at Las Positas College, and it contributes significantly to the planning efforts of the College. In Fall 2013, the Institutional Effectiveness Committee (IEC), in collaboration with the Program Review Committee and support from the Office of Institutional Research and Planning, administered an online survey to evaluate the existing program review process. The “Program Review Survey Fall 2013” was distributed through a campus-wide email.

The survey included the following types of items: whether the purpose of program review was clear, the ease to which one could find and download the program review template, the clarity of the timeline for program review, the appropriateness of the sections of the program review template, the accessibility and clarity of the data packets, the accessibility to all data, the likelihood of requesting specialized data, the accessibility of student learning outcomes data in eLumen, the amount of support for scheduled flex days to work on program review, and whether staff would attend a program review workshop.

Results of the Survey

A total of 37 individuals completed the survey; thirty-one (31) were faculty, five were classified professionals, and one administrator. The following were the results by the highest to least amount of agreement:

- 92% were able to easily find and download the Program Review template
- 86% indicated the timeline for Program Review deadlines was clear
- 81% thought the data provided on the Office of Institutional Research and Planning website was easily accessible.
- 78% indicated that the purpose of program review was clear
- 72% would support one or more scheduled flex days to work on program review
- 71% thought the information contained in the Discipline/Student Services Data Packets was easily understood
- 54% would attend a program review workshop
- 49% thought the Program Review template sections were appropriate for my program review
- 47% thought their program would likely to request specialized data/research and analysis for future program reviews from the Office of Institutional Research and Planning
- 39% indicated that all of the data and information that they needed for their program review was easily available
- 32% felt that SLO data in eLumen was easily accessible

Assessment of the Survey

The overall results of the survey were mixed, but mostly positive. A significant majority of respondents were able to easily access the program review template, were clear on the program review deadlines, thought the data packets provided by the Office of Institutional Research and Planning was easily accessible and understandable, knew the purpose of program review, and would support a flex day to work on program review. On the other hand, there were a few concerns. Only a small minority of respondents felt that SLO data in eLumen was easily accessible. In addition, and likely related to SLO data to some degree, only a small percentage thought all data and information needed for their program review was easily accessible. In order to address the data issue, nearly half of the respondents indicated that their program would likely request specialized data/research and analysis in the future from the Office of Institutional Research and Planning.

Recommendations of the Institutional Effectiveness Committee

The Institutional Effectiveness Committee recommends that the SLO Committee provide SLO data in eLumen that is more accessible; this could be done by providing more training in how to use eLumen. In addition, the Institutional Effectiveness Committee recommends that the Program Review Committee have a program review template available by the end of each spring, and that the standardized data packets from the Office of Institutional Research and Planning (OIRP) also be available in the late spring or summer. In addition, the OIRP should provide additional training and data as appropriate. Furthermore, the College should offer scheduled flex days to work on program review and offer more program review workshops.

Key College Processes Evaluated in 2013-14

English Assessment Test Cut-Scores

KEY QUESTION:**Should Las Positas College and Chabot College be allowed to set different cut scores for English 1A?**

Background

Both Las Positas College and Chabot College use the Accuplacer assessment test to place students into the appropriate level of an English course. Placement into English courses is primarily based on cut scores that reflect how well students perform on the Accuplacer assessment test. Las Positas College and Chabot College use the same cut score for placing students into the first transfer-level English course (i.e., English 1A). However, English faculty from Las Positas College wanted to determine if it was necessary for both colleges to share the same cut score for English 1A. The colleges already have different cut scores for basic skills English courses. In addition, the English curriculum has evolved differently at both colleges.

Review and Assessment of Evidence

A key determining factor regarding whether colleges should be allowed to set different cut scores for English 1A is identifying the potential number of students they may be affected if the cut scores were different between the colleges. It would not be advisable to allow colleges to set different cut scores for English 1A if it affected many students at one or both colleges. Tables 1 and 2 below show enrollments by college in eligible English-placement courses by where or if students took the English Accuplacer test.

Table 1 shows the Fall 2013 enrollments in eligible English-placement courses at Las Positas College. There were a total of 1,552 enrollments in the selected courses and nearly 91% of the enrollees took their English assessment test at Las Positas College. One percent took the assessment test at Chabot while eight percent didn't take the assessment test.

Table 2 shows the Fall 2013 enrollments in eligible English-placement courses at Chabot College. There were a total of 2,448 enrollments in the selected courses and 83% of the enrollees took their English assessment test at Chabot College. Three percent took the assessment test at Las Positas College while 14 percent didn't take the assessment test.

The conclusion from the data in the tables is that very few students would be impacted if the colleges had different cut scores for English 1A.

Table 1.

Las Positas College						
Fall 2013 enrollments in eligible English-placement courses						
By where students took the English Accuplacer Assessment Test						
Location of English Assessment Test	English 100A/104/105		English 1A		Total	
	Number	Percent	Number	Percent	Number	Percent
Tested at Las Positas	622	91%	791	91%	1,413	91%
Tested at Chabot	12	2%	9	1%	21	1%
No English Assessment Test	49	7%	69	8%	118	8%
Total	683	100%	869	100%	1,552	100%

Source: Las Positas College Office of Institutional Research and Planning

Table 2.

Chabot College						
Fall 2013 enrollments in eligible English-placement courses						
By where students took the English Accuplacer Assessment Test						
Location of English Assessment Test	English 101A/101B/102		English 1A		Total	
	Number	Percent	Number	Percent	Number	Percent
Tested at Chabot	1,232	85%	795	80%	2,027	83%
Tested at Las Positas	20	1%	56	6%	76	3%
No English Assessment Test	197	14%	148	15%	345	14%
Total	1,449	100%	999	100%	2,448	100%

Source: Chabot College Office of Institutional Research and Planning

Recommendation of the Institutional Effectiveness Committee

The Institutional Effectiveness Committee recommends that the colleges be allowed to set different cut scores for English 1A.

Appendix

[Edit this form](#)

Fall 2013 Program Review Survey

Dear Colleague,

Program review is a critical component of the college's efforts to improve institutional effectiveness, and it contributes significantly to the planning efforts of the college.

This survey is to evaluate the current program review process, program review template form, and related information. Your responses are important and will help improve the program review process at our college. This survey will take about 5 to 10 minutes to complete. The deadline to submit your survey responses is Friday, October 11th.

- Institutional Effectiveness Committee

* Required

To which area does your Program Review belong? *

What is your role at the college? *

Please indicate to what degree you agree with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
The purpose of program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

is clear to me.

I was able to find and download the Program Review template form easily.



Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Not Applicable

The timeline for Program Review deadlines was clear to me.



If you would like to elaborate on your response, please do so below.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Not Applicable

The Program Review template sections were

appropriate for
my program
review.

● ● ● ● ● ●

If you would like to elaborate on your response, please do so below. (Please include suggested items that you would like the Program Review Committee to include in the next program review template if appropriate):

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Not Applicable

The data (e.g.,
Discipline/Student
Services Data
Packets,
enrollment
management data)
provided on the
Office of
Institutional
Research and
Planning website
was easily
accessible.

● ● ● ● ● ●

If you would like to elaborate on your response, please do so below.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
--	-------------------	-------	-------------------------------------	----------	----------------------	-------------------

The information contained in the Discipline/Student Services Data Packets was easily understood.



	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
--	-------------------	-------	-------------------------------------	----------	----------------------	-------------------

All of the data and information that I needed for my program review was easily available.



If you would like to elaborate on your response, please do so below.

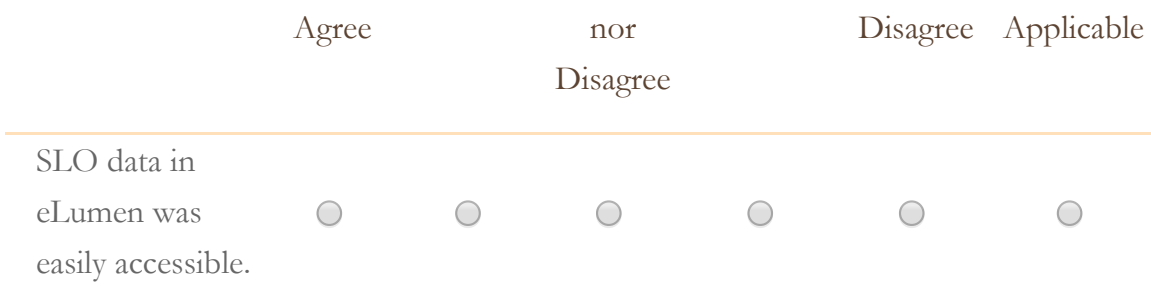
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Not Applicable

Our program is likely to request specialized data/research and analysis for future program reviews from the Office of Institutional Research and Planning.

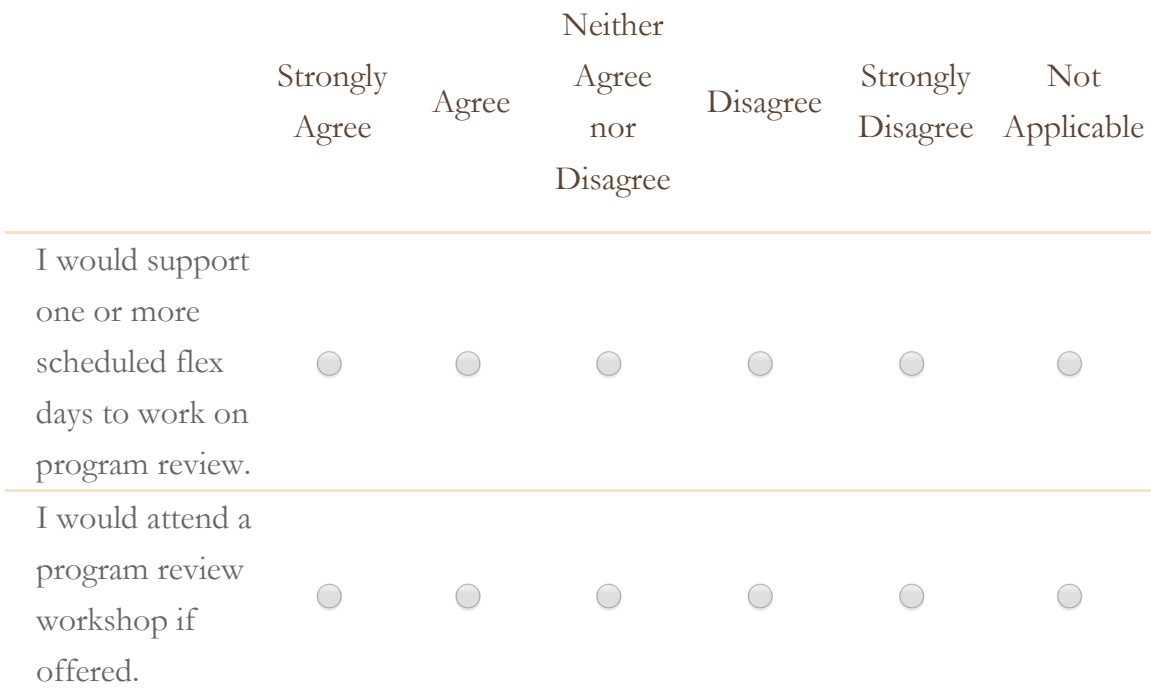


If you would like to elaborate on your response, please do so below.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree Not



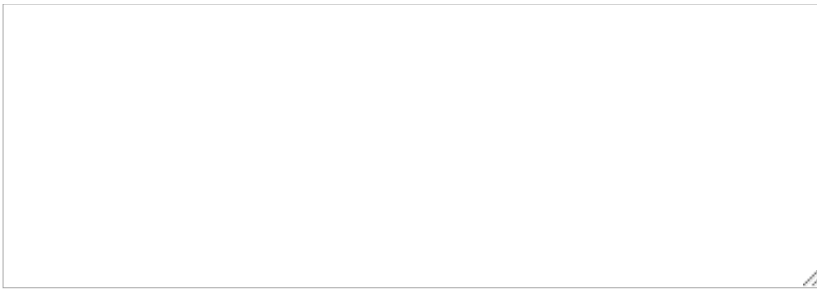
If you would like to elaborate on your response, please do so below.



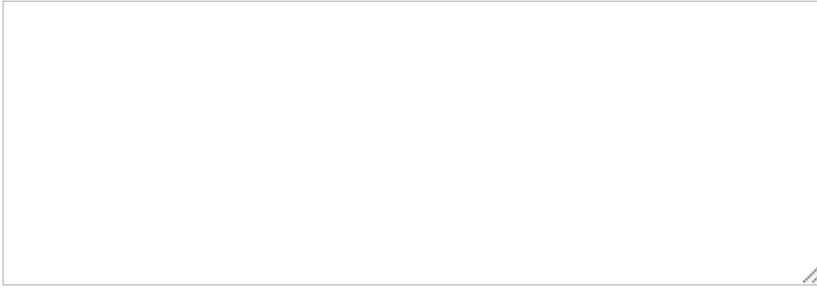
My program began writing our program review in:

 ▼

How can the Program Review Committee improve the program review template form? Please provide specific recommendations.



How can the college improve the program review process?



Submit

Never submit passwords through Google Forms.

Powered by

This content is neither created nor endorsed by Google.

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Las Positas College
Program Review Survey Results
 Fall 2013

To which area does your Program Review belong?	N	Pct.
Administrative Unit	4	11%
Instructional	27	73%
Student Services	6	16%
Total	37	100%

What is your role at the college?	N	Pct.
Administrator	1	3%
Classified Professional	5	14%
Faculty	31	84%
Total	37	100%

My program began writing our program review in:	N	Pct.
Fall 2013	17	52%
Spring 2013	5	15%
Summer 2013	11	33%
Total	33	100%

Please indicate to what degree you agree with the following statements:	Percentage who were	Percent of those responding					N
	Strongly Agree or Agree	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	
The purpose of program review is clear to me.	78%	19%	59%	8%	8%	5%	37
I was able to find and download the Program Review template form easily.	92%	58%	33%	3%	3%	3%	36
The timeline for Program Review deadlines was clear to me.	86%	32%	54%	3%	5%	5%	37
The Program Review template sections were appropriate for my program review.	49%	6%	43%	29%	20%	3%	35
The data (e.g., Discipline/Student Services Data Packets, enrollment management data) provided on the Office of Institutional Research and Planning website was easily accessible.	81%	41%	41%	19%	0%	0%	32
The information contained in the Discipline/Student Services Data Packets was easily understood.	71%	13%	58%	19%	10%	0%	31
All of the data and information that I needed for my program review was easily available.	39%	3%	36%	27%	21%	12%	33
Our program is likely to request specialized data/research and analysis for future program reviews from the Office of Institutional Research and Planning.	47%	25%	22%	28%	25%	0%	32
SLO data in eLumen was easily accessible.	32%	6%	26%	32%	19%	16%	31
I would support one or more scheduled flex days to work on program review.	72%	50%	22%	14%	11%	3%	36
I would attend a program review workshop if offered.	54%	22%	32%	35%	11%	0%	37

Program Review Survey: Comments

The timeline for Program Review deadlines was clear to me.

arghhhhh

What's due on the deadline dates?

Initially we were told at a Town Meeting in Spring 2013, that Program Review was due by Nov. 1, 2013. Then later at a Program Review Committee meeting in Sept. 2013, we were informed it had to be to our Dean by Sept. 27! This was NOT ok because for those who are not able to discuss with their dept. over the summer, we need the months of Sept and Oct. to discuss, plan and write the review.

Going back to 11-12 was not easy when trying to relate it to the other questions having to do with budgeting, program improvements, etc for 14-15.

The purpose is clear but it is uncertain whether the current format of the form will allow the purpose to be accomplished.

It was clear, but seemed like people were still trying to take a "put everything in it" approach, which the timeframe did not allow.

Writers need more time to write the Program Review. We should have started this process last spring so that departments could have used the summer as well as August and September to complete the document. If the goal of the College is to truly have a thoughtful program review process then the process needs to be given importance, including a fair timeline.

While I know the "purpose" of program review - the program review info is not used as it is purported to be used. It is still who whines loudest and has the strongest network.

The Program Review template sections were appropriate for my program review.

It needs to be a little shorter + the last section where we put our objectives (the chart) wasn't clear. If you have an objective to get another person hired into your program, for example, where does an SLO come from to match that?

argghhhhhhhh

* There seems to be a big overlap between "Technological Resources" and "Facilities, Equipment and Supplies" resources, but the program review document lists them separately. (The description/instructions attached to the Technological Resources heading even literally lists "obsolete or outdated equipment" as an example.)

* The big table on the last page (Program Effectiveness Plan) has columns and categories that are unclear or seem unnecessary. Our objective are relatively broad and don't implicate a particular set of committees, for instance.

In the President's Office AUO, we had to change a bit of wording of a few questions to make them make sense. But that was easy, and not a problem. [Person X]

1. Some sections were redundant or felt like busy work.. i.e. what is the mission of the college and how does your dept relate to this mission.

2. Some sections felt out of sequence or did not flow i.e why talk about new initiatives before you have evaluated your program SAO or course SLO?

Most of the sections were appropriate others were not.

Some were not appropriate as our program does not offer classes; however, it was clear that we didn't need to complete these parts. Although I feel the template is applicable to Library Program, I am looking forward to feedback from the reviewers and Dean to confirm that the template does in fact capture the Library Program effectively.

1) There are some special projects that are part of our program that could not be captured in the current format; perhaps having a place to list the elements of the program could help this.

I felt like some of the questions were redundant, confusing and not applicable to my program. I thought the revision of the program review was to streamline the process, but it seems that it is more onerous than before.

Several sections seemd to require that information is copied from the Self Study, e.g. the Program Mission has not changed since the Study was completed.

I understand the idea of trying to use a combined template that would enable the campus to use a common tool across the board for making planning and budget decisions. However, having worked intimately with the template, it is not necessarily useful for assessing student services needs.

Program Review Survey: Comments

Counseling and many other student service programs do not fit into this template. We collect other data that is not FETF/WSHE. Data is also not captured in the typical MIS functions.

The task of completing the template was daunting. I do not clearly understand how a lot of the information requested in the document will be used or IF it will be used. I re-read my past program reviews before writing the current one. I cannot not see a clear connection between the Program Review and any other process on campus, nor do I think that the program review process serves a specific function at our campus at this time.

The data (e.g., Discipline/Student Services Data Packets, enrollment management data) provided on the Office of Institutional Research and Planning website was easily accessible.

[Person X] was great helping me find the information and the basic data info was good. However, for example, I couldn't find any data on 2012-13 and all the different years referred to got crazy. This was for 2011-12 (which we already did), but planning was for 2014-15. Nuts. Hopefully, the will be better aligned next year when we catch up.

ARRRRGGGGHHHHHHHHHHHH

My discipline wasn't able to discuss some of the data, so I am very appreciative that the institutional researcher met with me to discuss his insights with me.

The data was understood, however I think it would be helpful for the Institutional Researcher to come to our dept meeting annually to discuss and review the findings. (The I.R. did it this year and it lead to a wonderful discuss and new insights with our dept.) I also think it would be helpful to work with the I.R to discuss what other data we may want to gather for student services to assist us in our annual program review.

Most of the Library data comes from somewhere else.

We found that including our statistics for one year did not really mean anything with nothing to compare it to. So in the end, the statistical data was not included.

The three year self study will be a better place to include our statistics to see trends, changes, etc. that influence our decisions and the direction of the Library Program.

It was easily accessible, but there wasn't one for many student services situations.

All of the data and information that I needed for my program review was easily available.

AAARRRRGGGGHHHHHHHHHHHHHHHHHHHH

Enrollment management data was not accurate as it does not take into account cross-listings between disciplines. Fortunately, I can run my own data and get more accurate information. Not sure that this is an issue for disciplines that don't have cross-listed classes.

If I had a greater capacity to spend more time looking up more external data, I would like to because I think it would help our program.

Some of the most meaningful information for program review in my discipline is collected by instructors in that discipline in their own manner, including student evaluation results, student outcomes other than learning (e.g., satisfaction, intent to take future courses). As such, it doesn't "live" in eLumen or in anything provided by the IR office.

A lot of time was spent trying to gather data from other sources that the IR data provided. Time was spent trying to access SARS data, human resources data, budget data which faculty do not have access to. So if we don't have access to it, how can you ask us to provide it?

I couldn't not find the discipline plan for the theater program on my own.

No 2012 student data was available.

The data and information mostly reflected who the students being served are, and whether they like the services. However, special comparative forms of data are necessary sometimes to reflect and try to improve upon SAOs for Student Services areas. Many areas want to have time to develop data that will reflect programs more specifically and individually.

Program Review Survey: Comments

There was some confusion for our department relative to WSCH and FTEF. Data we had entered on previous Faculty Prioritization forms listed very different numbers for WSCH, so I talked to the IR about the discrepancy. I still have to find out where the previous coordinator got her data from, but I'm not sure she remembers. The FTEF for 2011-12 was also different than what is listed on our discipline plan. I suspect this is because something was added later, but I have to do research on that. I am unsure if going forward, I should add a column to the discipline plan to register actual number of courses offered, if there were any additions or cuts once the semester started? This is all normal bumps in the road for learning to support PR with data, though. There is other data that we collect that is not in MIS, for example SARS. Then we must go in several places to try and get the data we need. In many cases, data is not available.

I suggest that the writers of Program Review have workshops during the semester prior to the due date of the document t so that they can work on specific sections in a group environment with the necessary campus facilitators available.

But why is it necessary for already over burdened FT faculty to regurgitate and analyze the data. I am already using the data for program decisions. Aren't others? Do we really think that going through this time consuming, convoluted process is going to push people to use the data if they are not already?

Our program is likely to request specialized data/research and analysis for future program reviews from the Office of Institutional Research and Planning.

AAARRRRGGGGHHHHHHHHHHHHHHHHHHHH

I found in writing the program review that some more detailed data would have been helpful. I plan to request this from the office of institutional research for the next edition.

Many of the SS units did not have data that reflected growth, improvement or other types of data that might support their SAO implementations.

SLO data in eLumen was easily accessible.

The data was either in pdf form, which when copied into excel was very tedious to turn into something you could use. The excel files that elumen produces have the numbers as characters only, not values that can be manipulated. You literally have to retype in the values to be able to use them.

I don't know why it was hard to access-but eLumen was changed a little. [Person X] step by step was good, but I had assessed a class SLO before (over two years ago) and I couldn't find it. I assumed they dropped off after two years, but I would have liked to have access to my evaluation.

Nothing about eLumen is easily accessible

AAARRRRGGGGHHHHHHHHHHHHHHHHHHHH

eLumen is not a tool that is every easy to use or to pull meaningful data from.

Even though I feel comfortable entering my own data into eLumen, I still needed to meet with [Person X] on how to access data as a coordinator. It was tedious to click around trying to figure out how to find what I needed. I also found it frustrating that eLumen can't provide a report comparing data for face to face sections versus distance education sections as we needed to provide this in our program review.

It was hard to find and understand the data in eLumen

for some reason, nothing past Fall 2012 shows up on my page even though I've submitted assessments. I cannot figure out how to navigate elumen.

There were a couple of small, confusing things that occurred--[Person X] immediately fixed one of them, but he was not sure what page of data was supposed to provide a "summary" of the 2011-12 data or if that was supposed to be written. Again, not having instructor "closing the loop" notes for each class made writing the summaries of what was learned from each assessment very difficult. (I don't think they were using this feature anyway, but I have heard that those narrative sections won't show in the report that the coordinator sees anyway.)

The SLO questions were too long and involved. Some of the questions asked have never been discussed in a public forum so writers of program review documents did not have previous experience or discussion to base their findings on or even understand the importance of some of the questions. I feel like the only reason for this section of the document is to comply with ACCJC and accreditation guidelines. I do not see how this information is applied at the College level or at the District level.

Program Review Survey: Comments

How can the Program Review Committee improve the program review template form? Please provide specific recommendations.

Already gave my feedback to the VP.

It was good, but maybe a few unusual examples--not every program fits the model

The form was advertised as simple and in many ways it was. However, everything in program review seemed to be in response to data driven answers which in turn seemed to be driven by accreditation. If we really care about our college and our program, we need to review our work sincerely and in ways that fit our programs. Filling out that form felt a little like selling my values to accommodate ACCJC. In my rarely humble opinion, that is the wrong direction.

AAARRRRGGGGHHHHHHHHHHHHHHHHHH

If this is the short form, I hate to think of what the long form will be like. I know this is necessary and I appreciate the work that has gone into trying to streamline the form. But there are parts that are still very confusing, e.g., department budget...how do I know, that isn't something that deans share with faculty. Human Resources--do I include something about instructional labs are do I assume that they are writing their own program review. Also, eLumen as the only "authorized" way to look at student learning does not serve all disciplines well. It would seem to me that we need more discussion of ways that disciplines can "document" that they are concerned about student learning than the entry of assessment score that doesn't measure the actual learning of the wide array of skills that a student acquires during a course but some subset of that, which in a skills driven curriculum is already being assessed on an ongoing basis throughout the semester.

It felt very, very long. I know there are specific questions that need to be asked for certain committees and accreditation purposes, but it felt like the description of a streamlined form wasn't accurate. Yes, it was a form, but I spent hours and hours working on it. I cringe to think how long the triennial review will take when it is reviewing for three years and planning for three years instead of just one year for each.

I didn't understand how the last page of the template will be used. The formatting wasn't helpful in filling out some of the columns. It reminded me of the common tool, but I thought that idea had been moved away from by our college. I guess I could have used great explanation of its purpose.

I found the final page confusing; I was not sure what to put in which box.

The form was good; just a few tweaks you will see when I finally get ours finalized and turned in.

1. It was too long. (The template grew from 3-4 pgs last year to 9 pages this year. that is way too long.)
2. It asked for information (human resources, technology and budget information) that faculty don't usually have access to, so how/why do we fill out those sections?
3. The template did not flow and was out of sequence. (It asked for new initiatives before you had evaluated the old initiatives/SLO/SAOs.
4. Some of the information that was requested seemed unnecessary (i.e. how does your program fit with the mission of the college. I would assume all of the depts. fit the mission of the college otherwise they would not be here.

5

The reporting year should be closer related to the current year. For example, we should have reviewed 2012-13 data instead of 2011-12. It is too hard to remember what happened a few years ago.

The part that we found most confusing was the table at the end; it could have used more clear instructions.

1) Put all the "review" items in the same part of the document and the "planning" items in a separate part. This will lessen confusion because the writer won't be switching from year to year on the same page.

2) Some of the boxes didn't work correctly - for instance the "Yes" "No" boxes couldn't be filled.

I think having separate sections for Instruction and Student Services would be better. It's confusing to wade through the irrelevant information. I also remember that one time when we were discussing revising program review, it was mentioned that there would be pull-down menus to make answering questions very simple. Don't know what happened to that idea.

Program Review Survey: Comments

Rework some of the sections to allow the author to focus on the changes that occurred in a given AY (e.g. 2011-12) as opposed to the "big picture" of the Self Study (rather than asking about the Program's Mission ask if the Mission outlined in the Self Study changed since the Study was complete.)

Unfortunately, I think that the form is redundant, and asks for the same types of information in several different ways. One question that was interesting was the question about saying how not funding resources will hurt student learning/achievement. I wonder if anyone is going to say that not funding their discipline/program needs is actually okay and won't have any impact on student learning? What is the intention of this question? So that readers can say that one need or impact is more valuable than another for ranking purposes? Also, I feel that it needs to reflect the differences between SAOs and SLOs in the types of questions asked. Finally, the matrix at the bottom was difficult to address, especially the 1, 2, and 3 asked for in terms of ranking your own priorities. Finally, we were very unsure as to how much detail is being required in the answers to things, as summary is written almost everywhere in the document.

Sometimes it was testy when I cut and paste things in--wouldn't let me make changes later, wouldn't keep my formatting of adding a paragraph break, etc. But generally looked very neat once I finished.

The form should be shorter and it should only ask questions that will really be used for integrated planning and program improvement. At the current time I feel that we only do the program review to comply with the ACCJC and Accreditation. I do not see a clear path for the importance of the program review document at the College or within the District.

STREAM LINE IT -- WAY TOO MUCH.

How can the college improve the program review process?

Show the link between PR, planning and resource allocation.

I think it will be OK once we get used to it and it keeps flowing. After all, we haven't had a consistent process since I started here. Actually READ and implement them.

We could improve program review by first understand the accreditation standards more deeply, trying to get to the underlying propose of each. For example, we took an elementary school understanding of the word "dialogue" and build that into the program review document. Collecting emails and minutes from discipline meetings may work if we are the English department. They have someone at every meeting who takes notes and documents everything for them. Ordinary faculty members do not have either the luxury or the inclination to focus on such evidence. We hope that our work and the changes in our programs will be the evidence of dialogue that ACCJC expects to find.

AAARRRRGGGGHHHHHHHHHHHHHHHHHHHH

Continue to streamline. Continue to get out the message that if you don't put it in your program review, you won't get the resources. People have heard this all before so they don't necessarily believe it this time. Hard to get everyone involved and the task falls to just a few people in a discipline or cluster. Additional training sessions; I know that it is hard to get us to attend but keep making them available so that eventually when we figure out how important this is, we'll come.

I am not sure. It seems hopeful with each new version it will be better, but to be honest the process still feels excessively time consuming. I think the benefits of evaluating where my department has been and where it wants to go are there with this version. I am interesting to see how much of my program review is reflected in the summaries the dean's produce. The next steps of the process seem like they could work, but I still feel some skepticism.

Program Review Survey: Comments

Language choice and procedures are powerful signals of what we value, and they effect what kinds of campus-wide discourse we can meaningfully have. The strong focus on *learning* outcomes as such (along with a few more coarse outcomes like completion and pass rates), to the exclusion of other types of outcomes, gives a skewed picture of programs' effectiveness and health.

As faculty, even our contract-driven evaluation procedures deliberately include *student* perspectives and reactions to the learning experiences and environments to which we subject them. We ask them questions about the effectiveness of their instructors, whether the subject matter was interesting, whether they felt encouraged to succeed and participate, etc. I personally ask my own students these questions on my own in every course, and collect anonymized data so I can see trajectories and trouble spots in aggregate over time.

It is inappropriate and counter-productive to put so much effort into assessing students' cognitive outcomes without an attempt to track related data on other crucial elements of students' experiences -- interpersonal interactions, identity development, satisfaction. Gathering such data is no more difficult than assessing learning outcomes -- in many cases, it is easier -- and it should be part of the process.

I think some more information about what is considered "evidence" would be helpful. The conversations I have with my colleagues do not take place in formal meetings; they are informal. I plan to create my own template so I can keep written records now of what have been casual conversations. I know that last thing most people want is another form, but once like that might actually be useful.

The thinking backroads of the process (based on years) seemed more for accreditation and not for our needs of planning and didn't seem to make sense.

I will leave those comments to the faculty and administrators.

However, for the AUO's it really hurt my timeline that the past president did not do any program reviews, or ask me to do my part; as it took quite a long time to do one this year. I feel that the administrators' offices should set a good example and lead the way in completing program reviews.

1. If you can link the template to the data so you would have text boxes to respond to the actual data would be helpful.
2. If you had a planning committee that could identify what information they would find helpful in planning for our college in the future that would be helpful. This was a lot of information and I don't know how a planning committee will/can distill it down for it to be useful for them.
3. You need to provide more time for faculty to review their program, discuss results and plan for the future. This is important college work and it needs to be part of our annual, standard flex days! Not something that is done "catch can" with no institutionalization of it.

Make sure the year reviewed is the most recent one to make the data more meaningful. The planning committee needs to state what it is looking for when making their planning decisions.

Close the gap between when the PR is due and when the information will be used for planning.

Identify to the community how resource issues that fall in the "gap year" are addressed (e.g. if the program needs something in 13-14 how is this taken care of when the planning is for 14-15)?

Have the program review information take the place of some other forms, such as faculty prioritization forms, where possible.

Not sure what can be done, but realistically many people cannot complete program review while also doing their full-time work. This means working on it during the summer to complete it on time. This is hard for classified staff since summer is very busy and for faculty it means working outside of their contracted hours - functionally unpaid work. It seems the process should be shorter and more user friendly.

Program Review Survey: Comments

I currently am the only instructor in a program, and I'm part-time. Since the Deans have now been taken off program review, I'm helping out - but without compensation, and with other teaching at other schools, it is impossible for me to devote training time. It is also difficult to sort out the form (even the terminology is strange) for someone with no experience. I would recommend that in certain situations like this, the policy of taking the Deans off of program review be reconsidered. I understand the reasons philosophically; but the practicality of the move, in this situation, is less than ideal, and perhaps unintended in consequences? It just seems to me that a noble goal here creates unintended and sometimes difficult results in practice.

Make all relevant data available.

I would advocate going back to an apples and oranges approach, ss as different from academic disciplines, and advocate improving trust in the process of prioritizing these two different types of needs.

Have it due in spring or something. I was busy with other coordination things over the summer and did not want to do additional unpaid work, so I only started it in September. I spent at least 30 hours on it on a compressed schedule, so that was a bit traumatic! Thank you for working so hard on this new process, though. I support data-driven decisions. However, I still think the SLO data does not provide curricular or planning insight that is worth all the effort. I would like to see more examples of SLO sections that demonstrate this kind of insight, if there are any. Writing PR *has* given us a clearer sense of what data we do need to collect in an ongoing fashion, so that is great.

This process and fthese orms do not reflect the work done in student services.

The College needs to clearly explain how program Review is used at the College and District levels so that the staff members who participate in writing program reviews clearly understand why they are even taking the time to create the document. At the current time I do not clearly understand how my program review document will be used and why it will be used. The Program Review process also needs to be clearly linked to integrated planning and other key processes.

1. IF YOU WANT A QUALITY PRODUCT PROVIDE REASSIGNED TIME
2. HAVE THE DEAN'S DO THEM AND THE FACULTY WILL REVIEW THEIR WORK.