

Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 04:43 PM EST

Discipline/Program/Area Name

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

Institutional Effectiveness, Research and Planning

Academic Year

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

2012-2013

Name of person leading this review.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

Aeron Zentner

Names of all participants in this review.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

Aeron Zentner

Please review the five year headcount and FTES enrollment data provided on [Program Review website](#).
Comment on trends and how they affect your program.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

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.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, 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.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

N/A

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

N/A

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

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.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

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

Review the program goals and objectives related to improving outcome results 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.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

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

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

Institutional Effectiveness, Research & Planning (PR)

[President's Office, Program Reviews, Academic Affairs (PR)]

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.