

Annual Program Review Update Report 2011

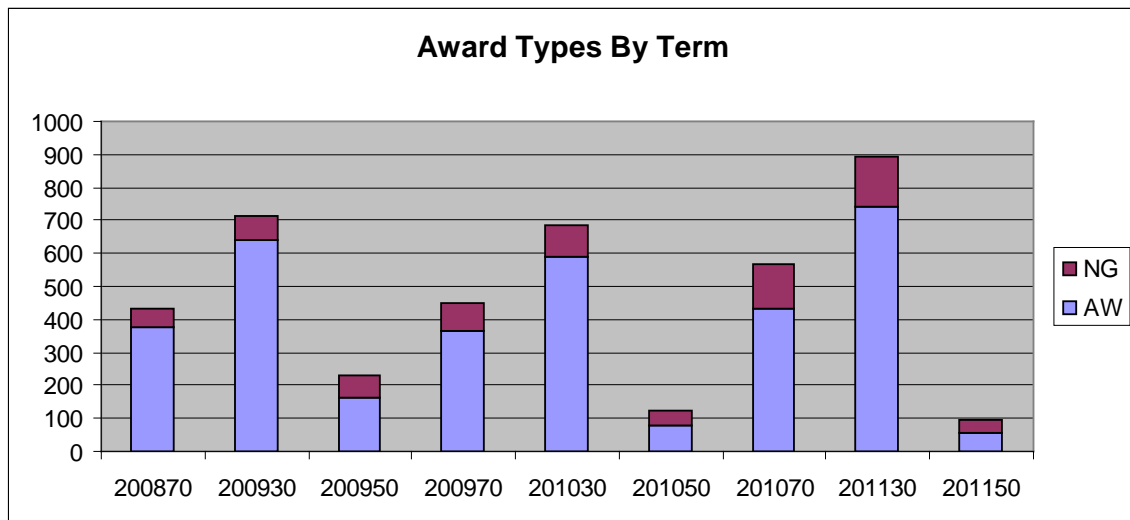
Area 5 Data Analysis and Environmental Scan

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

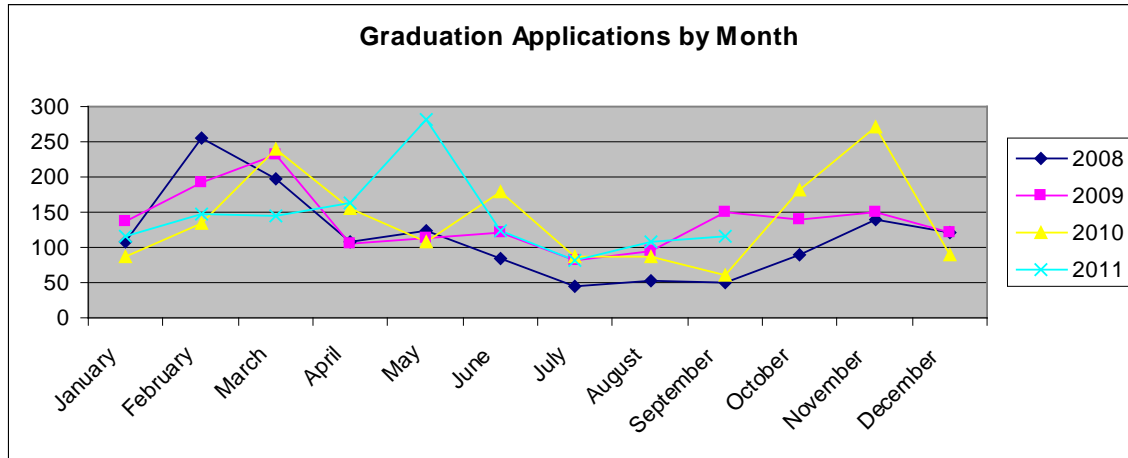
- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

The Competitive job market requires more students to complete a degree. More students are applying for certificates to show proof of completion or to maintain their current job. The spring 2011 term had the highest amount of certificates awarded since we began tracking results in fall 2005.

Over the last 3 years, we have had a 7% increase in no-grad students. This can be attributed to the reduction of courses due to the budget cuts. Students moved into this category do not indicate they are enrolling into the courses needed to finish their certificate or degree. Some students just move to transfer or give up on completing their degree.



Data also indicates that the 2 highest amounts of application submission were during November 2010 and May 2011. An email was sent out to students in spring 2011 notifying students to apply for graduation. We believe the increase in November is due to the amount of staff and faculty cooperation to promote graduation within the classroom with graduation brochures and posters. A recent survey indicated that 53% of students polled showed that they have seen either graduation brochures or posters on campus and that 46% were aware they could apply for graduation online.



Preliminary numbers show an increase of 18% for degrees and certificates from 2010 to 2011. However, the office has experienced an increase of students applying for graduation many terms after meeting the requirements. Students have stated various reasons for not applying for graduation: it might affect their financial aid, status in special groups, priority registration, transfer courses needed, will lose their job, forgot to apply or did not know they had to apply. The average time frame is 7 years for these students. The graduation numbers were re-evaluated based on current date totals for all tracked terms. There were 130 additional degrees posted since fall 2005. The most significant increase awards after term occurred in spring. Capturing this additional data reduces our percent increase from 18% to 6% for 2011. A few factors affecting this trend are the current job market, students' belief that they had already received their degree, and students applying for a degree instead of waiting until ready for transfer.

5.2 Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

Strengths: Evaluations are being sent to student's myAVC email accounts instead of using U.S. Mail. Able to print at demand diplomas so we no longer have to wait weeks for a diploma.

Weaknesses: Still dependent on other departments to complete their portion of work before we can complete evaluations or certifications.

Area 6 Student and Program Learning Outcomes Assessment

6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

There has been a significant increase in applications November 2010 and May 2011. We believe the increase is due to the information on the AVC website encouraging ones to participate in the ceremony. Also, an email blast was sent to students encouraging them to apply for if they were close to completing their final courses. We plan to continue posting information to the AVC website reminding students to apply and to participate in the graduation ceremony. Updates to the brochures and posters will ensure the most current information is available to students.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes and Program Learning Outcomes and been included in assessment activities?

n/a

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

Surveys, data pulls of graduation rates and graduation applications received.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more

effectively serve students, describe the need. List items in order (rank) of importance.

Attending conferences or regional meetings with other community college members would benefit the department in learning best practices, updates to Title V, and successful marketing strategies.

Area 9 Goals and Objectives

List the goals and objectives the program has for the next four years.

Goal: A specific action

Objectives: Significant steps or actions needed to achieve the goal.

Time Frame: Period of time the goal and objectives will be addressed.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Goal: Scan evaluation documents to a specific location in Banner.

Objectives: Create a file area in Banner to maintain student evaluation files.

Time Frame: End of spring 2012.

Justification: Move to a paperless environment, allow other pertinent department's access to student records for review. Minimize necessary storage area required for files.

Area 10 Long Term Resource Planning

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

Part-time coordinator (New) – to handle the growth in student population and to assist in the process of articulation project for Degree Works.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

A request to move the office to a more secure location was put on hold until further review of the student services work space. No response from facilities in regards to our

request for assistance in re-designing current area for better use of space. For a “back office” operation we are the only one without a counter to prevent unauthorized entry.

10.3 Identify funding needed to support student learning.

Since student growth is anticipated, funding will be needed to stay abreast with technology to provide quality and expedient service.